THE TESTED DIFFERENCE ON ACADEMIC ACHIEVEMENT BETWEEN A PARENT-TEACHER CONFERENCE GROUP AND A NON-PARENT TEACHER CONFERENCE GROUP OF DISADVANTAGED FIFTH GRADE CHILDREN

A THESIS

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DEDICATION

To My Beloved Husband

Eugene Harrison

and

To My Mother

Mittie Williamson

J. W. H.

ACKNOWLEDGEMENTS

The writer wishes to express her sincere gratitude and deep appreciation for those who contributed to the completion of this research. To Dr. Laurence E. Boyd, Advisor, she is eternally grateful for his patience, understanding, encouragement, and constructive criticisms during this research period. To Dr. L. D. Graves, Co-advisor, are extended my sincere thanks for his interest in this project.

J. W. H.

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CHAPTER I

INTRODUCTION

Rationale.-- It is an inherent privilege of American citizens to live efficiently and to receive the maximum enjoyment from life. However, this privilege is not exercised by all Americans. Many parents and children are not aware of the richness and beauty, the opportunities which contribute to people's well-rounded living, or the opportunities for success by which they are surrounded.

The writer refers to the child whose background did not provide opportunities for him to grow culturally or educationally on bases with the average child as "culturally deprived or disadvantaged." These children are often found in rural areas, in towns, in small cities, and in great metropolitan areas. A recent study showed that in 1960 one third of the school age population in the nation's fourteen largest cities was culturally deprived, and that their proportion will reach one half in 1970, if present trends in population movement continue.[1]

All ethnic groups in America have some disadvantaged children. Most disadvantaged children are concentrated among the minority groups, such as, the Negro, Puerto Rican, Mexican-American, and Indian. Not all children in these groups are disadvantaged children but the

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[1] Dorothy M. Fraser, Deciding What to Teach (Washington: National Education Association, 1963), p. 55.

educational and occupational disadvantages are greater in minority groups, in general, causing more cultural deprivation.[1]

America's future depends in part upon the proper growth, development, and education of every American child. Consequently, each American has a responsibility for all children. The community through its schools, churches, and other organizations, provides many means for helping to care for its children. But the family, and particularly the parents, are responsible for each child.

Parent-teacher conferences in the United States had their beginning in the eighteen hundreds. During the early days of the century, parents became increasingly aware of their responsibilities toward children and began to develop the method of universal education which we now enjoy as a means of preparing children to live in this complex civilization. More and more, as the importance of child welfare was recognized and provided for, educators themselves saw the need for parents' cooperation in the task.[2]

During 1897 parents took the "Laissez Faire" attitude toward the school. This tendency was so extreme that home was thought of as a place to eat and sleep. Children left their homes in the morning for school and came back in the late afternoon. Mothers and fathers knew little of what went on in school and teachers knew little of what went on in the home.[3]

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[1] Ibid., p.55.

[2] National Congress of Parents and Teachers, The Parent Teacher Organization (Chicago: National Congress of Parents and Teachers, 1944), p.3.

[3] Harry Overstreet and Bonaro Overstreet, Where Children Come First (Chicago: National Congress of Parents and Teachers, 1949), p. 77.

The National Congress of Parents and Teachers appealed to parents to take more interest in the education of their children. At the 1890 convention, Mrs. Verta H. Cassedy made the following plea for mothers and teachers to cooperate:

> I plead for more sympathetic understanding between the mothers and the teachers, so that without magnifying the training of one, or minimizing the work of the other, better results may be reached.
>
> If we are ever to have true cooperation between mothers and teachers, the mother must accompany her child not only to but through the school room door. Only as the mother stood inside the classroom could she begin to understand what the teacher was driving at. Only then could she know the reason for pursuing certain methods, for granting certain permissions, for setting up certain prohibitions. Only then would she realize that this kind of knowledge could not be gleaned by occasional verbal messages sent by the child or by sporadic emergency visits to the school. She must have a real knowledge of both school and college life, of the educative value of curricular diet demanded in sedentary life, of the interaction of surroundings in the growth of character, the pace and power of social contact in the development of life, the temptations presented and the manner in which they are to be overcome.[1]

All of us who work with children have a common stake in the world of tomorrow. Teachers and parents stand side by side in helping to build the ideals and shape the lives of those who will shape our civilization in the years ahead. A sense of joint responsibility shared by parents and teachers is an excellent basis for building wholesome relationships between home and school. When these two establish understanding, appreciation, and actively cooperate with each other, there exists a continuity in the child's experiences. As the child senses a relationship of togetherness between his parents and his teacher he has a greater

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[1] Ibid., p. 78.

feeling of security.[1]

Boarding around in the community was practiced by the schoolmaster in the North Eastern United States for many generations. The master determined the number of days that he would live in the home of each of his pupils by dividing the number of school days by the number of pupils in his class. This practice supplemented his salary and provided him with a better understanding of his pupils.[2]

A teacher that understands the home environment gets to understand the parent's feelings and attitudes about the youngester and sees them as being interested in particular things with one thing being of vital importance and the other not so important. This naturally affects the child's values; for all of his home living, the home attitude and relationship, and the home expectation are part of him. He brings them to school with him every day. The more the school life is geared to take account of the home life, the better the educational experience will be for the child.

Evolution of the problem.-- The writer's interest in this problem grew out of her experience as a teacher of disadvantaged children. The writer has become, through her various experiences, more conscious of a good educational background. It is her sincere desire to raise the academic achievement level of the disadvantaged children with whom she works.

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[1] Edith Leonare, Dorothy Vandeman, and Lillian Miles, Counseling with Parents (New York: The MacMillan Company, 1954), p. 1.

[2] William Yeager, School Community Relations (New York: The Dryden Press, 1951), p. 44.

Contribution to educational research.-- This research may serve as a basis for developing a more effective technique of involving parents from poverty stricken areas in school affairs to help raise the achievement level of their children.

Statement of the problem.-- The problem of this study was to determine the difference in scholastic achievement between a group of pupils whose parents and teachers hold regular conferences and a group of pupils whose parents and teachers do not hold regular conferences in the Lake Shore Elementary School, Belle Glade, Florida, 1964-65.

Purpose of the study.-- The overall purpose of this study was to determine if periodic parent-teacher conferences will help to raise the academic achievement level of disadvantaged children. More specifically, the purposes of this study were to determine:

1. The extent to which periodic and systematized parent-teacher conferences on pupil progress are held in the Lake Shore Elementary School, Belle Glade, Florida
2. The scope and nature of the parent-teacher conferences which are held periodically in this school
3. The extent to which parent-teacher conferences deal with:
    a. The study habits and work practices of pupils
    b. The overall behavioral discipline
    c. The control of pupils
4. The extent to which the school achievement is different for "conference" and "non-conference" based pupils. And,
5. To formulate whatever implications in educational theory and practice as may be secured from the interpretation of the data collected.

Definition of terms.-- The more important terms used throughout this study are defined below:

1. "Intelligence" refers to the level of mental growth and development as measured by the California Test of Mental Maturity.[1]

2. "Achievement" refers to the level of school accomplishment as measured by the California Achievement Tests.[2]

3. "Socio-economic status" refers to the selected factors of home background or status as measured by the Minnesota Home-Status Index.[3]

4. "Personality" refers to the manifest behavior patterns as measured by the California Test of Personality.[4]

Limitations of the study.-- The major limitations of this study were:

1. That the study inheres in the problem of the extent to which parents may be stimulated to, can be trained to, and will be involved in the supervision of the study and work habits and practices of their children.

2. That the study inheres in the fact that the research design did not call for the identification and correlation of the causative factors involved in the level of aspiration of the pupil and the actual socio-economic status of his family as these two factors would affect his level of scholastic attainment in the school.

Description of subjects.-- The subjects involved in this study were forty-four fifth grade pupils in Lake Shore Elementary School, Belle Glade, Florida, 1964-1965. The subjects ranged in age from 9 to 13 years. In addition, other subjects involved in the study were the parents of the pupils who were the subjects.

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[1] E. T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, California Test of Mental Maturity, Elementary S-Form (Los Angeles: California Test Bureau, 1950).

[2] Ernest W. Tiegs and Willis W. Clark, California Achievement Test, Elementary AA (Los Angeles: California Test Bureau, 1950).

[3] Alice Leahy, Minnesota Home Status Index (New York: Psychological Corporation, 1950).

[4] Louis P. Thorpe, Ernest W. Tiegs, and Willis W. Clark, California Test of Personality, Elementary Form A. (Los Angeles: California Test Bureau, 1950).

Locale of the study.-- The Lake Shore Elementary School is located in Belle Glade, Palm Beach County, Florida. Palm Beach County is located in South Florida along the East Coast of the peninsula. Belle Glade is forty miles west of West Palm Beach. Belle Glade and the surrounding areas are known as the "winter vegetable garden of the south" because of their fertile "muck" soil and warm climate.

Lake Shore Elementary School is arranged from grades 1-6. The enrollment is approximately 750 students served by 30 regular classroom teachers, 1 music teacher, 1 librarian, 2 secretaries, and a principal.

Period of study.-- This study was conducted in the Lake Shore Elementary School, Belle Glade, Florida during the 1964-65 school year. All of the experimental work was done within the school; the field services were conducted in the homes of the parents; and the writing and statistical work was done in the writer's home, Belle Glade, Florida.

Criterion of reliability.-- The "criterion of reliability" used to test the significant differences of the data between the two groups - parent-teacher conference and non-parent-teacher conference group - was Fisher's "t" of 2.58 at the one per cent (.01) level of confidence for 42 degrees of freedom.

Description of instruments.-- The instruments involved in this study were: (a) California Short-Form Test of Mental Maturity, (b) California Achievement Tests, (c) California Test of Personality, (d) Minnesota Home Status Index, (e) Scheduled Conferences, (f) Home Visitation Observations.

The California Short-Form Test of Mental Maturity is designed to measure spacial relations, reasoning, memory, vocabulary, visual and

auditory acuity and motor coordination. It is further designed to serve as a guide for placing pupils on a remedial level.[1]

The California Achievement Tests consist of three batteries which were designed to measure achievement in reading, arithmetic and language. The total battery consists of the sum of the part batteries.[2]

The California Test of Personality is divided into two principal components, personal and social adjustment, with a total adjustment component. It attempts to measure the personal and social behavior and adjustment patterns of the individual. The personal adjustment area has six sub-components, and the social adjustment area has six sub-components. There is also a companion sub-section which attempts to measure the interest and activities of the subjects under consideration.[3]

The Minnesota Home-Status Index by Alice Leahy, attempts to measure the home environment of school children. It is divided into six components, namely: children's facilities, economic status, cultural status, sociability, occupational status, and educational status.[4]

The Conference-schedule Sheet was designed to acquaint the parents with the child's school environment, the fifth grade academic curriculum and to encourage pupil attendance. Subsequent conferences were held in the home of the parents to develop methods of parental involvement in the student's academic work.

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[1] Sullivan, Clark and Tiegs, op. cit.

[2] Tiegs and Clark, op. cit.

[3] Thorpe, Tiegs and Clark, op.cit.

[4] Leahy, op. cit.

The Home-Visitation Observation Sheet was designed to provide the writer with a better understanding of the background and home environment of the child.

Method of research.— The experimental method of research, employing the specific technique of parallel groups, testing, statistical analysis, conferences (Home and school), was used to collect the data necessary for the fulfillment of the purposes of the research.

Procedural steps.— The procedural steps involved in this research problem were as follows:

1. The related literature was surveyed, abstracted and incorporated in the thesis copy.
2. Permission to conduct the study was secured from the school administration.
3. The two groups of pupils were equalized or equated on the basis of intelligence, achievement, personality, interests and activities and home environment as measured by the California tests of intelligence, achievement and personality, and the Minnesota Home-Status Index.
4. The writer sat up a schedule of orientation and training in the use of the parent-teacher conference.
5. The parents were provided with a list of educational books and toys for fifth grade pupils.
6. The writer held periodic conferences with the parents in gaining the "know how" of observing and reporting on the pupils' activities.
7. The data from the tests were assembled in appropriate tables and statistically treated to ascertain significant differences by the use of Fisher's "t".
8. The findings, conclusions, implications and recommendations were formulated and incorporated in the thesis copies.

Collection of data.— The steps followed in the collection of data pertinent to this study were as follows: During the last week in August permission was secured from the proper authority to conduct the study.

In October the classes were equated on the basis of intelligence, achievement, personality, interest and activities and home status. During October an informal classroom meeting of the parents and the teacher was held. Later in October and November the writer visited the parents who did not attend this meeting to also discuss with them the fifth grade curriculum and the importance of regular school attendance of pupils.

In December a list of educational items that fifth grade pupils enjoy were sent to parents to be considered during the Christmas Season.

The writer visited each pupils' home once between December and February to discuss ways of creating more interest in the home for school work. She visited the parents the third time during the months of March and April to discuss more parental envolvement in pupil academic work.

At the end of the year the pupils were again administered the California Achievement Tests. The tests were scored and the results were tabulated and statistically treated for significant difference.

Survey of related literature.--Interest in parent-teacher conferences covers a broad area and most educators encourage such; however, literature on the direct effects parent-teacher conferences have on pupils' academic achievement is quite limited.

Most researchers in this area agree that parent-teacher cooperation provides for a better working relationship and that parents are very helpful with the school patrol, lunch program and health program. Their general opinion regarding the academic effects of parent-teacher conferences

is that they are helpful.

Bishop Marteinne Montgomery encourages greater parent-teacher cooperation between the teacher and the parent for social progress, when he states that, "The rapid progress of society causes educators to plan programs that make the school effective for promoting social aspects of education in the home and community as well as in the school." He believes that the rapid growth of the parent-teacher organization is sufficient evidence of its fundamental importance.[1]

"Teachers and parents should have conferences," says Langdon and Stout. From their analysis of studies, Langdon and Stout found that having teachers and parents talk together serves to bring the two parts of the child's living closer than when teachers and parents are not aware of how they agree and how they differ in their ways of looking at the child and possible the two lives they may be asking him to live.[2]

The parent-teacher conferences began in the kindergarden in the eighteen hundreds. It was thought that all teachers should know the parents of their pupils especially the mothers.[3] This has encouraged parent-teacher conferences through out high school and even some colleges have "Parents Day".

In one of Langdon's and Stout's more recent works, they reveal how parents can and sometimes do back-up classroom activities when they know

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[1]Bishop Marteinne Montgomery, Parent-Teacher Cooperation (Birmingham: Progressive Publishing Company, 1942), p. 3.

[2]Grace Langdon and Irving Stout, Teacher-Parent Interviews (New York: Prentice-Hall., 1954), p. 7.

[3]Irving Stout and Grace Langdon, Parent-Teacher Relationship (Washington: National Education Association, 1960), p. 1.

what is going on and why an activity is important. They pointed out that interest sometimes results in help. "Parents sometimes assist in arranging trips, fathers discuss their various businesses, mothers often help with costumes for plays, and both parents may find practical ways for reading, writing, arithmetic, and spelling to be put to use at home."[1]

Parents are teachers; they teach at home, the teachers teach at school. Langdon and Stout make it clear that the best learning takes place when the parent's teaching and the teacher's teaching mesh smoothly. Teachers should let parents know that they have no intention of usurping their places or taking over their purogatives. If parents know that the teachers respect their teaching it gives the parents assurance.

> Teachers often ask parents to leave school learning to the school lest a child be confused with different ways of teaching reading, arithmetic or spelling. Such requests assume that teaching can be kept within the confines of the school. Learning is not turned off and on so easily. If we accept the fact that parents both do and can teach, then agreement can be reached on what kinds of teaching parents can do. When helping the child to learn is a co-operative affair, then parent-teacher relationships can be expected to improve.[2]

E. Daniels made a survey of parents and teachers opinions regarding parent-teacher conferences. He found that most of the parents agreed that they understand better the teacher's job, what they are attempting to do and how they plan to carry out these plans. Most of the teachers

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[1] Ibid., p. 13.

[2] Ibid., p. 13.

agreed that they found these conferences helpful in helping them to understand the child. Some of them reported notable academic progress.[1]

The writer of this paper believes that inspiration from home plays a vital part in pupil success. George Weigand made a study of 18 college students who were on probation, he stated that "Only two of the unsuccessful students received encouragement from home as opposed to eleven successful ones."[2]

We should not be surprised if there is sometimes disagreement about who is responsible for what. The family influences and a child's experiences determine his adult behavior. The writer believes that children can become more productive and happier adults if their experiences are more systematically planned by the parents, teachers, and community.

Taitt, in a discussion of the impact of family socio-economic status upon school programs reports:

> The Ford Foundation made a study of fourteen large metropolitan areas of the United States with special reference to education in 1957-58. These cities contained a heavy concentration of low income families with poor educational backgrounds. These cities were Baltimore, Buffalo, Boston, Chicago, Pittsburg, San Francisco, Cleveland, Detroit, Los Angeles, Milwaukee, New York, Philadelphia, Saint Louis and Washington, D.C. Many of the great cities are developing different projects to help the culturally deprived children and their parents.[3]

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[1] E. Daniels, "Parent Teacher Conference," School and Society. November 1959, p. 22.

[2] George Weigand, "Adaptiveness and the Role of Parents in Academic Success," Personnel and Guidance Journal, XXXV, April 1957, pp. 518-22.

[3] Adelaide Lenora Taitt, "A Description of Problems Involving Parents in School and Community Programs" (Unpublished Master's thesis, School of Social Work, Atlanta University, 1963), p. 3.

In 1963 Adelaide Tait wrote a thesis on "A Description of Problems Involving Parents in School and Community Programs." While working as a student community organizer in Washington, D. C., she served as a link between the parents and the teachers.

In this connection, Taitt, also reports on the Washington, D. C. Project "Improving Education for Culturally Different Children Through an Intensive Language Arts Program using Special Teachers Skilled in Language Arts," which was based on the assumption that culturally handicapped children have special deficits in the skills of listening and speaking, reading and writing. It was based, also on the belief that these children have little in the way of reading materials or parent guidance, and that parents make little use of community and school resources.[1]

In this study, Taitt points out that the director of the language arts program could come through active involvement of parents in school and community affairs. This was attempted through the Urban League. Tait, who was assigned to work with this project, found that the reasons parents gave for not becoming more involved in school affairs were: large families, nothing to wear, problems at home, employment, illness in the family, baby sitting, lack of time, and lack of information and awareness concerning the school program.

The methods attempted by the school to increase parental involvement as revealed by Adelaide Taitt were: Mothers' clubs, grade mothers or sponsors, workshops, panel discussions, demonstration lessons,

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[1] Ibid.

speakers, pupil participation in Parent-Teacher Association Programs and special parental involvement during the day.[1]

Adelaide Taitt did not reveal any result related to language arts growth; however, she did find that parents involved themselves to a greater degree when given an opportunity to participate in direct activities in the school and with their children. From her experiences she believes that there exists a need for social workers who can help the school bring about parental involvement in school and community affairs.[2]

The educational handicaps of disadvantaged school children stem, in a large part, from their culturally deprived home life. It follows that programs to improve the educational opportunities of these children are enhanced when accompanied by efforts to enlist the active cooperation of parents in the education of their children. Culturally deprived adults also require assistance in developing and improving their abilities, skills, and talents in order that they may develop into better homemakers, parents and citizens.[3]

One of the goals of the Great Cities Project was to learn how to involve the parents of culturally deprived children in their education.[4] The Banneker District in Saint Louis calls its program "Operation Motivation." It seeks to involve parents by convincing them that the school staff had a genuine interest in raising the educational level of their children. They acquainted parents with things that they could

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[1] Ibid., p. 46.

[2] Ibid., p. 18.

[3] Gene C. Fusco, School Home Partnership (Washington: U. S. Government Printing Office, 1964), p. III.

[4] Taitt, loc. cit., p. 2.

do to become actively involved in implementing the efforts of the school. To that end this "Parents Pledge of Cooperation" was developed.[1]

I. I pledge that I will do my level best to help my child put forth his best effort to study and achieve in school.

I will make sure my child attends school every day on time and is sufficiently rested to be able to do a good job.

I will provide my child with a dictionary and, as far as I am able, a quiet well-lighted place to study.

I will insist that my child spends some time studying at home every day.

I will visit my child's teacher at least once during each semester.

I will discuss my child's report card with him. I will compare my child's grade level with his level of achievement.

I will join the P.T.A. and attend meetings as often as I can.

II. I recognize the fact that skill in reading is the key to success in school achievement, therefore:

I will provide my child with a library card and insist that he use it regularly.

I will give him suitable books frequently (on birthdays, holidays, and other special occasions).

I will give him a subscription to one of the weekly school newspapers or magazines.

III. I pledge to do my best to impress upon my child the fact that success in school is his most important business.[2]

"The pledge is reinforced and expanded by a sheet entitled 'Hints for Helpful Parents,' which lists specific tasks that parents can

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[1] Fusco, loc. cit., p. 30.

[2] Ibid.

undertake to help their children succeed in school."[1]

Many of the "Great Cities Schools" became so involved in improving pupils through parental involvement that the communities provided opportunities for self improvement for the parents through adult education, sewing clubs, homemaker's clubs, block improvement clubs, and large and small group meetings.[2]

Members of these Great Cities School campaign, believe that the educational experience of most children, whose parents have become actively involved in school affairs have been broadened.

The government is becoming increasingly interested in the culturally deprived or disadvantaged child. An interview with personnel directly involved with the Belle Glade, Florida Head Start program revealed that the local program is seeking to fulfill the government's plan for involving as many parents and neighborhood residents as possible.

Personnel directly involved with the "Head Start" program of Atlanta's Community commented that "Head Start" is a way of bringing some pre-school activities and experiences to the child before his formal training. It is a means of orientating or acquainting him with the general activities of the school early.

Mrs. Lyndon B. Johnson commented that "It will be the effort of volunteers and professionals throughout this country to reach out to one million young children, lost in a gray world of poverty and neglect,

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[1] Ibid.

[2] Ibid.

and lead them into the human family."[1]

Summary of related literature.-- The literature related to the direct effects parent-teacher conferences have on academic achievement is quite limited, however, interest in parent-teacher conferences covers a broad area and is encouraged by most researchers. A summary of their analysis is:

1. Parent-teacher conferences provide for a better working relationship among the parents, teachers, and pupils.
2. Teachers' opinions regarding the effect of parent-teacher conferences on pupil's academic improvement is that they are helpful.
3. When parents and teachers are aware of how they agree and how they differ in their ways of looking at the child the two parts of the child's living are brought closer together.
4. Parents sometimes reinforce the school's activities when they understand its program.
5. Learning is a continuous process in school and after school. Teachers should build parents' confidence in helping their children at home.
6. Pupils' experiences should be systematically planned by the parents, teachers and the community.
7. Projects are being sponsored in different cities to actively involve parents in the school program as a means of raising the academic achievement of culturally deprived pupils.

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[1]Julius B. Richmond, Project Head Start (Washington: Office of Economic Opportunity, 1955), p. 7.

8. The Banner District's program, in Saint Louis is called "Operation Motivation." The school personnel seeks to involve parents by convincing them that the staff has a geunine interest in reasing the educational level of their children.

9. The "Head Start" program is designed to help disadvantaged or culturally deprived children become orientated, at an early age, to activities of the school. This program was also designed to involve parents and other neighborhood residents.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and treatment of data.--The present chapter presents, analyzes, and interprets the data which pertained to the problem of the relative effectiveness of direct supervised study upon school achievement. The data were collected, and organized and are here presented in four general areas: (a) the initial testing period, (b) the study project period, (c) the final testing period, and (d) interpretative summaries.

The initial testing program on intelligence, achievement, personality, interest and activities, and home environment was to equate the groups in those areas. The quantitative data for the initial testing program are presented in Tables 1-16.

The second phase of the research presentation of data describes the study project period which intervenes between the initial and final testing periods. This study project period is characterized with data interpreted from the questionnaire responses by the Lake Shore Elementary School Teachers, Belle Glade, Florida, and with reference to the specific techniques of the supervised study carried out through parent-teacher conferences within the school and during home visitations. There are no tables or charts of quantitative measures for this verbal description of research procedures.

The description of the final testing period presents the data on test achievement in the areas of: reading, arithmetic, language and the

total battery of the California Achievement Tests. Tables 17-20 portray the quantitative measures of this testing program.

The final section of chapter two presents the interpretative summaries of all of the quantitative measures of the data as presented in Tables 1-22 and are consolidated in summary Tables 21 and 22.

The criterion of reliability of the statistics of the various paired variables of the data were: Fisher's "t" test of significant difference at or beyond the one (.01) per cent level of confidence,[1] the standard error of the mean, together with Fisher's "t" test of significant correlation.[2]

The summary of the findings, conclusions, implications and recommendations were reserved for presentation in Chapter III.

Intelligence indices

The data on the comparison of Intelligence Quotients between a parent-teacher conference group and a non-parent-teacher conference group of fifth grade pupils are presented in Tables 1 and 2; and are analyzed under the appropriate and separate captions below.

Results of the California-Short-Form-Test of Mental Maturity (intellegence quotient).-- The data on the intelligence quotient component of the California short form test of mental maturity as revealed by the raw scores obtained by the twenty-two parent-teacher conference groups and twenty-two non-parent-teacher conference group of pupils of the Lake Shore Elementary School, Belle Glade, Florida, October, 1964, are

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[1] Henry E. Garrett, Statistics in Psychology and Education (New York: Lohgmans, Green and Company, Inc., 1961), pp. 184-202.

[2] Ibid., pp. 212-225

presented in Tables 1 and 2, pages 23 and 24, respectively; and are analyzed in the separate paragraphs below.

Parent-teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 62 to a high of 104, with a mean of 82, a standard deviation of 12.20, and a standard error of the mean of 2.68. Ten or 45.50 per cent of the pupils scored above the mean, 10 or 45.50 percent scored below the mean, and 2 or 9.08 per cent scored within the mean class interval. The mean IQ-index of 82 indicated that these pupils were eight points below the normal range of expected mental growth and development.

Non-parent-teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 70 to a high of 91, with a mean of 79, a standard deviation of 9.00, and a standard error of the mean of 1.96. Ten or 45.50 per cent of the pupils scored above the mean, 7 or 31.78 per cent scored below the mean and 5 or 22.70 per cent scored within the mean class-interval. The mean IQ-index of 79 indicated that these pupils were 11 points below the normal range of expected mental growth and development.

The "t" ratio of comparative data.--Table 2 page 24 shows the comparative measures for the two groups were as follows: the mean was 82 and 79 for the parent-teacher conference group and non-parent-teacher conference groups, respectively, with a difference of 3 in favor of the parent-teacher conference group; the standard deviation was 12.20 and 9.00 for the parent-teacher conference group and non-parent teacher conference groups, respectively, with a difference of 3.20 in favor of the parent-teacher conference group; and the standard error of the mean

TABLE 1

DISTRIBUTION OF THE INTELLIGENCE QUOTIENTS DERIVED FROM THE CALIFORNIA TEST OF MENTAL MATURITY OBTAINED BY FORTY-FOUR FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

	Parent-teacher conference group		Non-parent-teacher conference group	
Scores	Number	Per Cent	Number	Per Cent
100-104	2	9.08	0	0.00
95-99	2	9.08	1	4.54
90-94	2	9.08	2	9.08
85-89	4	18.16	4	18.16
80-84	2	9.08	3	13.62
75-79	3	13.62	5	22.70
70-74	3	13.62	5	22.70
65-69	2	9.08	0	0.00
60-64	2	9.08	1	4.54
55-59	0	0.00	1	4.54
Total	22		22	
Mean	82		79	
Sigma	12.20		9.00	
SE_M	2.68		1.96	

was 2.68 and 1.96 for the parent-teacher conference group and the non-parent-teacher conference groups, respectively, with a difference of

TABLE 2

SIGNIFICANT DIFFERENCE ON THE CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY (INTELLIGENCE QUOTIENT) BETWEEN THE PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE GROUPS OF FORTY-FOUR FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-teacher conference	22	82	12.20	2.68	3	3.3	.94
Non-parent teacher conference	22	79	9.00	1.96			

.72 in favor of the parent-teacher conference group. The standard error of the difference between the two means was 3.3.

The "t" for these data was .94 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence at 42 degrees of freedom. Therefore, the difference of the (Intelligence Quotient) component of the California Short-Form Test of Mental Maturity was not statistically significant for these two groups of pupils.

Interpretation.-- A summary of the data analyzed and compared above would appear to indicate that the mean of 82 and 79 for the parent-teacher conference and non-parent teacher conference groups, respectively, was an indication that the former was retarded in mental growth and the latter was retarded in mental growth as measured by the California Short-Form Test of Mental Maturity.

Further, there is the question as to what extent the factors of socio-economic status and "culture-fair" tests could or did significantly alter the observed performance of these fifth grade pupils. However, it is apparent from the test results to what extent there was a difference in performance in observed responses of these pupils from variable to variable on the California-Short Form test of Mental Maturity used as the basis for this study.

Achievement indices

The data on the comparison of total achievement between the parent-teacher conference group and the non-parent teacher conference group are presented in Tables 3 and 4; and are analyzed below.

Results on the California Achievement Tests (Total Battery).-- The data on the total battery of the California Achievement Tests as revealed by the raw scores obtained by the twenty-two parent-teacher conference and twenty-two non-parent-teacher conference centered pupils of the Lake Shore Elementary School, Belle Glade, Florida, October, 1964, are presented in Tables 3 and 4, pages 26 and 27, respectively; and are analyzed in the separate paragraphs below.

Parent-teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 2.7 to a high of 4.8, with a mean of 3.8, a standard deviation of .68, and a standard error of the mean of .15. Eight or 36.32 per cent of the pupils scored above the mean, six or 27.24 per cent scored below the mean, and eight or 36.32 per cent scored within the mean class interval. The mean grade-placement index of 3.8 indicated that these pupils were 1.4 points below the norm in total school achievement.

TABLE 3

DISTRIBUTION OF THE GRADE PLACEMENT SCORES ON THE CALIFORNIA ACHIEVEMENT TESTS (TOTAL BATTERY) OBTAINED BY FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER 1964

	Parent-Teacher Conference Group		Non-Parent-Teacher Conference Group	
Scores	Number	Per Cent	Number	Per Cent
4.5-4.9	7	31.78	8	36.32
4.0-4.4	1	4.54	2	9.08
3.5-3.9	8	36.32	6	27.24
3.0-3.4	4	18.16	5	22.70
2.5-2.9	2	9.08	1	4.54
Total	22		22	
Mean	3.8		3.9	
Sigma	.68		.68	
SE_m	.15		.15	
Grade Placement	3.8		3.9	

Non-parent-teacher conference group.--For the twenty-two pupils the scores ranged from a low of 2.7 to a high of 4.8, with a mean of 3.9, a standard deviation of .68, and a standard error of the mean of .15. Ten or 45.40 per cent of the pupils scored above the mean, six or 27.24 per cent scored below the mean, and six or 27.24 per cent scored within the mean class-interval. The mean grade-placement index of 3.9 indicated that these pupils were 1.3 points below the norm of expectancy in total school achievement.

The "t" ratio of compabative data.--Table 4, page 27 shows the

TABLE 4

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA ACHIEVEMENT TESTS (TOTAL BATTERY) BETWEEN THE TWENTY-TWO PARENT TEACHER CONFERENCE AND NON PARENT TEACHER GROUPS OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE, GLADE, FLORIDA, OCTOBER, 1964

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-teacher conference	22	3.8	.68	.15	.10	.21	.48
Non-parent-teacher conference	22	3.9	.68	.15			

comparative measures for the two groups as follows: the mean was 3.8 and 3.9 for the parent-teacher and the non-parent-teacher conference groups, respectively, with a difference of .10 in favor of the non-parent-teacher conference group; the standard deviation was .68 and .68 for the parent-teacher conference and non-parent-teacher conference groups, respectively, with a difference of 0.00; and a standard error of the mean of .15 and .15 for the parent-teacher conference and non-parent-teacher conference groups, with a difference of 0.00. The standard error of the difference between the two means was .21.

The "t" for these data was .48 which was not statistically significant for it was less than 2.58 at the one (.01) per cent level of confidence at 42 degrees of freedom. Therefore, the difference of the total battery of the California Achievement Tests was not significant for these two groups of pupils.

Interpretation.-- A summary of the data analyzed and compared above would appear to indicate that the mean of 3.8 and 3.9 for the parent-teacher conference and the non-parent-teacher conference groups respectively, was an indication that the former was educationally retarded and the latter was educationnally retarded as measured by the California Achievement Tests.

Further, there is the question as to what extent the factors of socio-economic status and "culture-fair" tests could or did significantly alter the observed performance of these fifth grade pupils. However, it is apparent from the test results to what extent there was a difference in performance in observed responses of these pupils from variable to variable on the California Achievement Tests used as the basis for this study.

Personality indices

The data on the comparison of personality adjustment and interests and activities between the parent-teacher conference group and non-parent teacher conference group of fifth grade pupils are presented in Tables 5 through 10; and are analyzed under the appropriate and separate captions below.

Results on the California Test of Personality (Personality adjustment).-- The data on the total adjustment component of the California Test of Personality as revealed by the raw scores obtained by the twenty-two parent-teacher conference and twenty-two non-parent-teacher conference pupils of the Lake Shore Elementary School, Belle Glade, Florida, October, 1964 are presented in Tables 5 and 6, pages 29 and 30, respectively; and are analyzed in the separate paragraphs below.

TABLE 5

DISTRIBUTION OF RAW SCORES ON THE CALIFORNIA TEST OF PERSONALITY (TOTAL ADJUSTMENT) OBTAINED BY THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

	Parent-teacher conference group		Non-parent-teacher conference group	
Scores	Number	Per Cent	Number	Per Cent
105-109	2	9.05	1	4.54
100-104	1	4.54	0	0.00
95- 99	1	4.54	1	4.54
90- 94	1	4.54	2	9.08
85- 89	2	9.05	1	4.54
80- 84	3	13.62	2	9.08
75- 79	3	13.62	6	27.24
70-74	4	18.16	5	22.70
65-69	1	4.54	0	0.00
60-64	2	9.08	1	4.54
55-59	1	4.54	2	9.08
50-54	1	4.54	0	0.00
45-49	0	0.00	0	0.00
40- 44	0	0.00	1	4.54
Total	22		22	
Mean	75		75	
Sigma	15.42		15.09	
SE_M	3.36		3.36	
%-tile	5		5	

TABLE 6

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA TEST OF PERSONALITY (TOTAL ADJUSTMENT) BETWEEN THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE GROUPS OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-teacher conference	22	75	15.42	3.36	0	4.5	0.00
Non-parent-teacher conference	22	75	15.09	3.36			

Parent-teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 57 to a high of 109, with a mean of 75, a standard deviation of 15.42, and a standard error of the mean of 3.36. Eight or 36.32 per cent of the pupils scored below the mean, and three or 13.62 per cent scored within the mean class-interval. The mean scores of 75 indicated a percentile-index of 5 which was 45 points below the norm of expectancy in personality development.

Non-parent-teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 52 to a high of 105.5 with a mean of 75, a standard deviation of 15.09 and a standard error of the mean of 3.30. Seven or 31.78 per cent of the pupils scored above the mean, nine or 40.86 per cent scored below the mean and six or 27.24 per cent scored within the mean class-interval. The mean score of 75 indicated a percentile index of 5 which is 45 points below the norm of expectancy in personality development.

The "t" ratio of comparative data.-- Table 6, page 30 shows the comparative measures for the two groups were as follows: the mean was 75 and 75 for the parent-teacher conference and non-parent-teacher conference groups, respectively; the standard deviation was 15.43 and 15.09 for the parent-teacher conference group and non-parent-teacher conference groups, respectively, with a difference of .33 in favor of the parent-teacher conference group and the standard error of the mean was 3.36 and 3.30 for the parent-teacher and the non-parent-teacher conference groups, respectively, with a difference of .06 in favor of the parent-teacher conference group. The standard error of the difference between the two groups was 4.5.

The "t" for these data was 0.00 which was not significant for it was less than 2.58 at the one(.01) per cent level of confidence at 42 degrees of freedom. Therefore, the difference of the (Adjustment) component of the California Test of Personality was not significant for these two groups of pupils.

Interpretation.--A summary of the data analyzed and compared would appear to indicate that the mean of 75 and 75 for the parent-teacher conference group and non-parent-teacher conference group, respectively, was an indication that each of the two groups was markedly retarded in the development in its total personality adjustment patterns as measured by the California Test of Personality.

Lastly, and more significant, there is the question as to what extent the social patterns and the opportunity and encouragement for participation in all types of person-to-person and group relationships in the homes and community of these pupils provided an environment most

conducive to the personality growth and development of the fifth graders in the Lake Shore Elementary School.

Results of the California Test of Personality (interests and activities).--The data on the interest and activities component of the California Test of Personality as revealed by the raw scores obtained by the parent-teacher conference and non-parent-teacher conference pupils of the Lake Shore Elementary School, Belle Glade, Florida, October, 1964 are presented in Tables 7 and 8, pages 33 and 34, respectively; and are analyzed in the separate paragraphs below.

Parent-teacher conference group.--For the twenty-two pupils the scores representative of likes and dislikes of activities ranged from a low of 60 to a high of 112, with a mean of 90, a standard deviation of 14.73, and a standard error of the mean of 3.21. Ten or 45.50 per cent of the pupils scored above the mean, nine or 40.86 per cent scored below the mean, and three or 13.62 per cent scored within the mean class-interval.

Non-parent-teacher conference group.--For the twenty-two pupils the scores representative of likes and dislikes of activities ranged from a low of 55 to a high of 109, with a mean of 87, a standard deviation of 14.13, and a standard error of the mean of 3.06. Ten or 45.40 per cent of the pupils scored below the mean, and two or 9.08 per cent scored within the mean class-interval.

The "t" ratio of comparative data.--Table 8, page 34, shows the comparative measures for the two groups of pupils were as follows: The mean was 90 and 87 for the parent-teacher and non-parent-teacher conference groups, respectively, with a difference of three in favor of the

TABLE 7

DISTRIBUTION OF RAW SCORES ON THE CALIFORNIA TEST OF PERSONALITY (INTERESTS AND ACTIVITIES) OBTAINED BY THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

	Parent-teacher conference group		Non-parent-teacher conference group	
Scores	Number	Per Cent	Number	Per Cent
115-119	1	4.54	0	0.00
110-114	2	9.08	0	0.00
105-109	0	0.00	2	9.08
100-104	4	18.16	5	22.70
95-99	3	13.62	1	4.54
90-94	3	13.62	0	0.00
85-89	2	9.08	2	9.08
80-84	2	9.08	2	9.08
75-79	1	4.54	2	9.08
70-74	3	13.62	3	13.62
65-69	0	0.00	3	13.62
60-64	1	4.54	1	4.54
55-59	0	0.00	0	0.00
50-54	0	0.00	1	4.54
Total	22		22	
Mean	90		87	
Sigma	14.73		14.03	
SE_m	3.21		3.06	

TABLE 8

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA TEST OF PERSONALITY (INTEREST AND ACTIVITIES) BETWEEN THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-teacher conference	22	90	14.73	3.21	3.00	4.47	.67
Non-parent-teacher conference	22	87	14.03	3.06			

parent-teacher conference group; the standard deviation was 14.73 and 14.03 for the parent-teacher and non-parent-teacher conference groups, respectively, with a difference of .70 in favor of the parent-teacher conference group; and the standard error of the mean was 3.21 and 3.06 for the parent-teacher and non-parent-teacher conference groups, respectively, with a difference of .15 in favor of the parent-teacher conference group. The standard error of the difference between the two means was 4.47.

The "t" for these data was .67 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence of the (interests and activities) component of the California Test of Personality for these two groups of pupils.

Likes and dislikes for the parent-teacher conference group were 55 and 19, respectively, for the non-parent-teacher conference group likes and dislikes were 57 and 23, respectively. The difference between

teacher conference pupils of the Lake Shore Elementary School, Belle Glade, Florida, October 1964 are presented in Tables 9 and 10, page 36. The data presented in Table 9 show the percentage of activities the pupils liked and disliked. The data in Table 10 show the percentage of activities actually participated in by the two groups of pupils. The data are further analyzed under the appropriate and separate captions below.

Participation and non-participation as reflected in likes and dislikes.-- Likes and dislike for the parent-teacher conference group were 55 and 19, respectively, for the non-parent-teacher conference group likes and dislikes were 57 and 23, respectively. The difference between the percentage was .13. The "t" was.31 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence with 42 degrees of freedom.

The difference between the degree of participation and non-participation in activities was an average of 34 and 40, respectively, for the parent-teacher conference group and an average of 30 and 44, respectively, for the non-parent-teacher conference group. The difference between the percentage was .13. The "t" was .31 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence with 42 degrees of freedom.

TABLE 9

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA TEST OF PERSONALITY (PERCENTAGE OF INTEREST) BETWEEN THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

	Likes		Dislikes			
	Average Number	Per Cent	Average Number	Per Cent	M_1 M_2	"t"
Parent-teacher conference	55	.73	19	.27	.13	.31
Non-parent-teacher conference	57	.77	17	.23		

TABLE 10

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA TEST OF PERSONALITY (PERCENTAGE OF ACTIVITIES) BETWEEN THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

	Likes		Dislikes			
	Average Number	Per Cent	Average Number	Per Cent	M_1 M_2	"t"
Parent-teacher conference	34	.46	40	.54	.15	.33
	30	.41	44	.59		

Interpretation.-- A summary of the data analyzed and compared above would appear to indicate that the pupils' interest far exceeded their activities as measured by the California Test of Personality.

Further, there is the question as to what extent the factors of socio-economic status and "level of aspiration" could or did significantly affect the interest in activities and the participation of these fifth grade pupils.

Lastly, and more significantly, there is the question as to what extent did the availability of materials, equipment, and community resourses prevent or limit the participation in "liked activities" by these fifth grade pupils in the Lake Shore Elementary School Community.

Home environment indices

The data on the comparison of children's home environment between the parent-teacher conference and non-parent-teacher groups of fifth grade pupils are presented in Tables 11 and 12; and are analyzed under the appropriate and separate captions below.

Results on the Minnesota Home Status Index (Total Raw Scores).--The data on the total raw scores of the Minnesota Home Status Index as revealed by the raw scores obtained by the twenty-one parent-teacher conference and twenty-two non-parent-teacher conference pupils of the Lake Shore Elementary school, Belle Glade, Florida, October, 1964 are presented in Tables 11 and 12, pages 38 and 39, respectively; and are analyzed in the separate paragraphs below.

Parent-teacher conference group.--For the twenty-two pupils the scores ranged from a low of 130 to a high of 162, with a mean of 146, a standard deviation of 9.69, and a standard error of the mean of 2.06. Eight or 36.32 per cent of the pupils scored above the mean, 12 or 54.48 per cent scored below the mean, and two or 9.08 per cent scored within the mean class-interval.

TABLE 11

DISTRIBUTION OF RAW SCORES ON THE MINNESOTA HOME STATUS INDEX OBTAINED BY THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE GROUPS OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

	Parent-Teacher Conference Group		Non-Parent-Teacher Conference Group	
Scores	Number	Per Cent	Number	Per Cent
165-169	1	4.54	1	4.54
160-164	3	13.62	2	9.08
155-159	0	0.00	2	9.08
150-154	4	18.16	4	18.16
145-149	2	9.08	1	4.54
140-144	7	31.78	8	36.32
135-139	3	13.62	2	9.08
130-134	2	9.08	2	9.08
Total	22		22	
Mean	146		147	
Sigma	9.65		9.05	
SE_m	2.06		2.00	

Non-parent-teacher conference group.--For the twenty-two pupils the scores ranged from a low of 132 to a high of 163, with a mean of 147, a standard deviation of 9.05, and a standard error of the mean of 2.00. Nine or 40.86 per cent of the pupils scored above the mean, and 12 or 54.48 per cent scored below the mean, and one or 4.54 per cent scored within the mean class-interval.

TABLE 12

SIGNIFICANT DIFFERENCE ON THE MINNESOTA HOME STATUS INDEX BETWEEN THE FORTY-FOUR PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE FLORIDA, OCTOBER, 1964

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-Teacher Conference	22	146	9.65	2.06	1.00	3.5	.28
Non-Parent-Teacher Conference	22	147	9.05	2.00			

The "t" ratio of comparative data.--Table 12, page 39 shows the comparative measures for the two groups were as follows: the mean was 146 and 147 for the parent-teacher conference and non-parent-teacher conference group, respectively, with a difference of 1.00 in favor of the non-parent-teacher conference group. The standard deviation was 9.68 and 9.05 for the parent-teacher conference and non-parent-teacher conference groups, respectively, with a difference of .64 in favor of the parent-teacher conference group; and the standard error of the mean was 2.06 and 2.00 for the parent-teacher conference and non-parent-teacher conference groups, respectively, with a difference of .06 in favor of the parent-teacher conference group. The standard error of the difference between the two means was 3.5.

The "t" for these data was .28 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence at 42 degrees of freedom. Therefore, the difference of the total raw scores

of the Minnesota Home Status Index was not significant for these two groups.

Interpretation.--A summary of the data analyzed and compared above would appear to indicate that the mean of 146 and 147 for the parent-teacher conference and non-parent-teacher conference and non-parent teacher conference groups, respectively, was an indication that each of the two groups was below the optimum of environmental influences for wholesome development as measured by the Minnesota Home-Status Index.

Further, there is the question as to whether or not the environmental factors of home facilities and the socio-economic status of the family provided the most favorable overall environment for the growth and development of the fifth grade pupils in the Lake Shore School.

Study project period

Questionnaire data.--Before beginning this study a survey was made to determine the extent, reasons for, and outcomes of periodic and systematized parent-teacher conferences held by Lake Shore Elementary School's class-room teachers.

Twelve or 39.96 per cent of the teachers reported that they had conferences with parents on pupil achievement. Seven or 23.21 per cent of these teachers reported that they had one conference per year with each parent: three or 9.99 per cent of these teachers reported that there were no noticeable changes in academic work, four or 13.32 per cent of these teachers reported that they had two conferences per year with each parent; they noticed academic improvement for a short period of time. One teacher reported that she had conferences with parents three times per year to discuss academic progress, however many of the

conferences were incidental. She revealed that she observed academic improvement but improvement was not measured and statistically treated for significance.

Twelve or 39.96 per cent of the teachers reported that their major reason for having conferences with parents was pupil attendance. Seven or 23.21 per cent of these teachers reported that they had one conference with each parent during the year and found that attendance increased. Three or 9.99 per cent of these teachers reported that they had two conferences with each parent per year on attendance and found that attendance increased for a short period of time. Two or 6.66 per cent of these teachers reported that they had two conferences with parents during the year in which attendance was primarily discussed but noticed no significant change.

Five or 18.65 per cent of the teachers reported that they had one conference with each parent per year to develop a better understanding of the pupil's background. These teachers reported that they experienced a better student-teacher relationship and that there were fewer discipline problems after the parent-teacher conferences.

Parent-teacher conferences and observations data.-- In developing a systematized program of home visitations as a possible solution to academic improvement of disadvantaged pupils it is necessary to understand facts pertinent to the problem. Consideration has to be given to the community at large, the human and educational resources, readiness and timing, and gaining the interest of the parents in participating in the project.

Belle Glade, Florida and surrounding areas are known as the "winter vegetable garden of the south" because of the fertile soil and warm cli-

mate. Consequently, most of the Negro residents of the city are farm workers who spend the major part of the school year in this area.

The community is characterized by many two-story and three-story apartments in which five to ten members of one family often share two rooms. Often these families share the toilet facilities of that floor. There are several small churches situated in this community but law officials believe that because of the crowded living conditions the area has a high rate of juvenile delinquency and crime. Most of the pupils that attend Lake Shore Elementary School live in this neighborhood surrounded by physical deterioration and social impoverishment, bars, cheap rooming houses, dilapidated buildings, garages, dirty streets and people with little aspiration or hope for a better life.

Because work is not steady and the wages are low it is necessary for both parents to work to support the family. On weekends and often during the sunny afternoons after school the pupils also join the family in the fields to supplement the family income.

The parent-teacher association seeks to aid the school through parent participation in school activities. This association has been able to function financially because of successful efforts to raise money. It is poorly attended by parents whose given reasons for non-attendance are these: work late hours, nothing to wear, family responsibilities, too tired, and lack of time.

As the writer began her study it was found that only three of the parents had beyond an eighth grade education and only one of these had completed high school. Many of the pupils were from broken homes and many homes contained no educational tools or facilities.

The writer's first approach was to hold a conference with the parents in the classroom on the evening the school held open house. Invitations were sent to parents requesting their presence. Seven parents came to this affair. During the evening the writer discussed with each parent his child's present academic status. The pupils had taken a reading comprehension test. The writer explained the pupil's performance on the test to the parents and reviewed the content of the fifth grade text books. She further explained to the parent that the pupils should be able to advance at least one grade, if they attended school regularly and received help from home as well as from school. The writer also explained to the parents that she desired to have conferences with them often to discuss the pupils' strengths, weaknesses and to suggest ways of helping them to improve.

During the months of October and November the writer visited the other parents who had not attended the school conference and followed the same procedure of discussing the testing program, textbook content and pupil problems.

During the months of December, January and February three parents made visitations to the classroom. Two came to discuss adjustment problems and one guardian came to discuss the academic work of her daughter.

It was also during the months of December, January, and February that the writer began to make her second round of visits to the homes carrying with her samples of each pupil's work and discussing the pupil's scholarship and changes in behavior. Each parent was encouraged to check his child's notebook in the afternoon, to praise him for the good grades earned, and to provide a study period for him in the evenings

to do his home work. The parents seemed to have thought that this was a good plan; however, in checking with the pupils in class the writer found that the parents had not followed through with the plan as outlined and agreed upon.

In December the writer prepared a list of educational items, which fifth-grade pupils enjoy, for the parents to consider while doing their Christmas shopping. Each parent was requested to get at least two of these items. A follow-up check revealed that only five children had received at least two of the items and that three had received only one item from the list.

During the months of March and April the writer made the final visit to each parent's home for the purpose of holding a final appraisal and evaluation of the child's work throughout the term. At these conferences, the writer and parent(s) reviewed samples of the child's work and specific attention was given to the academic or performance strengths or weaknesses of the pupil. And, too, the parents were urged and encouraged to become more involved in their child's scholastic activities through helping with spelling lessons, by having his child tell them about his school experiences from day to day, and by having their child describe and explain to them the nature and scope of his academic work. The parents with whom the writer conferred at length agreed to become more actively involved in their children's study habits and procedures although some felt that they either did not have the time or were not competent to do so.

This project was designed to provide parents with orientation to, training for, and procedure in their involvement in making possible the

optimum environment for learning achievement of their children. Further still, this project was designed to provide an objective and valid means of determining the relative effectiveness of home-directed or home-centered study supervision and the regular or traditional-type study direction of the classroom.

Achievement indices

The data on the comparison of achievement in reading, arithmetic, language and total achievement between the parent-teacher conference group and non-parent teacher conference group of fifth grade pupils after the study-project-period ended are presented in Tables 13 through 20, and are analyzed under the appropriate and separate captions below.

Results on the California Achievement Tests (Reading).-- The data on the reading component of the California Achievement Tests as revealed by the raw scores obtained by the twenty-two parent-teacher conference and twenty-two non-parent-teacher conference pupils of the Lake Shore Elementary School, Belle Glade, Florida, May, 1965, are presented in Tables 13 and 14, pages 46 and 47, respectively; and are analyzed in the separate paragraphs below.

Parent-Teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 3.1 to a high of 6.1, with a mean of 4.2 a standard deviation of .71, and a standard error of the mean of .18. Seven or 31.78 per cent of the pupils scored above the mean, ten or 45.40 per cent scored below the mean, and six or 27.24 per cent scored within the mean class interval. The mean grade placement of 4.2 shows that these pupils were 1.7 points below the norm of expectancy in reading.

TABLE 13

DISTRIBUTION OF THE RAW SCORES ON THE CALIFORNIA ACHIEVEMENT TEST (READING) OBTAINED BY THE PARENT-TEACHER CONFERENCE AND NON-PARENT TEACHER CONFERENCE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

	Parent-Teacher Conference Group		Non-Parent-Teacher Conference Group	
Scores	Number	Per Cent	Number	Per Cent
6.0-6.4	1	4.58	0	0.00
5.5-5.9	1	4.58	0	0.00
5.0-5.4	3	13.62	2	9.08
4.5-4.9	2	9.08	3	13.62
4.0-4.4	5	22.70	3	13.62
3.5-3.9	6	27.24	7	31.78
3.0-3.4	3	13.62	6	27.24
2.5-2.9	1	4.58	1	4.54
Total	22		22	
Mean	4.2		3.9	
Sigma	.71		.72	
SE_m	.18		.15	

Non-Parent teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 3.1 to a high of 5.3, with a mean of 3.9, a standard deviation .72, and a standard error of the mean of .15. Eight or 36.32 per cent of the pupils scored above the mean, seven or 31.78 per cent scored below the mean, and seven or 31.78 per cent

TABLE 14

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA ACHIEVEMENT TESTS (READING) BETWEEN THE PARENT-TEACHER CONFERENCE AND NON-PARENT-TEACHER CONFERENCE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-Teacher Conference	22	4.2	.71	.18	3	.24	1.25
Non-Parent Teacher Conference	22	3.9	.72	.18			

scored within the mean class-interval. The mean grade placement of 3.9 shows that these pupils were 2.0 grades below the norm of expectancy in reading.

The "t" ratio of comparative data.-- Table 14, page 47 shows the comparative measures for the two groups were as follows: the mean was 4.2 and 3.9 for the parent-teacher and non-parent-teacher conference groups respectively, with a difference of .3 in favor of the parent-teacher conference group; the standard deviation was .71 and .72 for the parent-teacher conference group and non-parent-teacher conference groups, respectively, with a difference of .01 in favor of the non-parent-teacher conference group; and the standard error of the mean was .18 and .18 for the parent-teacher and non-parent-teacher conference groups respectively, with a difference of .03 in favor of the parent-teacher-conference group. The standard error of the difference between the two means was 2.4.

The "t" for these data was 1.25 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence at 42 degrees of freedom. Therefore, the difference of the (Reading) component of the California Achievement Tests was not statistically significant for these two groups of pupils.

Interpretation.— A summary of the data analyzed and compared would appear to indicate that the mean of 4.2 and 3.9, or the parent-teacher and non-parent-teacher conference groups, respectively, was an indication that the former was educationally below the norm of expectancy as measured by the California Achievement Test.

Further, there is the question as to what extent the factors of socio-economic status and "culture fair" test could or did significantly alter the observed performance of these fifth grade pupils. However, it is apparent from the test results to what extent there was a difference in performance in observed responses of these pupils from variable to variable on the California Achievement Test used as the basis for this study.

Lastly and more significantly, there is the question as to what extent the situation of the parent-teacher conference group provided an environment more conducive to optimum growth and development than did the environment of the non-parent-teacher conference group of pupils.

Results on the California Achievement Test (Arithmetic).-- The data on the arithmetic component of the California Achievement Test as revealed by the raw scores obtained by the twenty-two parent-teacher conference and twenty-two non-parent-teacher conference pupils of the Lake Shore Elementary School, Belle Glade, Florida, May, 1965 are presented in Tables 15 and 16, pages 49 and 50, respectively; and are

TABLE 15

DISTRIBUTION OF THE RAW SCORES ON THE CALIFORNIA ACHIEVEMENT TESTS (ARITHMETIC) OBTAINED BY THE PARENT-TEACHER CONFERENCE GROUP AND NON-PARENT-TEACHER CONFERENCE GROUP OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

	Parent-Teacher Conference Group		Non-Parent-Teacher Conference Group	
Scores	Number	Per Cent	Number	Per Cent
7.0-7.4	1	4.54	0	0.00
6.5-6.9	0	0.00	0	0.00
6.0-6.4	0	0.00	2	9.08
5.5-5.9	5	22.70	1	4.52
5.0-5.4	5	22.70	5	22.70
4.5-4.9	5	22.70	3	13.62
4.0-4.4	5	22.70	2	9.08
3.5-3.9	1	4.54	8	36.32
3.0-3.4	0	0.00	1	4.54
Total	22		22	
Mean	5.0		4.5	
Sigma	.72		.81	
SE_m	.18		.17	

analyzed in the separate paragraphs below.

Parent-Teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 3.2 to a high of 7.2, with a mean of 5.0, a standard deviation of .72, and a standard error of the mean of .15.

TABLE 16

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA ACHIEVEMENT TESTS (ARITHMETIC) BETWEEN THE PARENT-TEACHER CONFERENCES GROUP AND THE NON-PARENT-TEACHER CONFERENCE GROUP OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-Teacher Conference	22	5.0	.72	.18	.50	.29	1.72
Non-Parent-Teacher Conference	22	4.5	.81	.17			

Six or 27.24 per cent scored above the mean, 11 or 50.00 per cent scored below the mean, and five or 22.70 per cent scored within the class interval. The mean grade placement of 5.0 shows that the pupils were .9 points below the norm of expectancy in arithmetic.

Non-Parent-teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 3.2 to a high of 6.2, with a mean of 4.5, a standard deviation of .81, and a standard error of the mean of .17. Eight or 36.32 per cent of the pupils scored above the mean, 11 or 50.00 per cent scored below the mean, and three or 13.62 per cent scored within the mean class interval. The mean grade placement of 4.5 shows that the pupils were 1.4 points below the norm of expectancy in arithmetic.

The "t" ratio of comparative data.-- Table 16, page 50 shows the comparative measures for the two groups were as follows: the mean was

5.0 and 4.5 for the parent-teacher and non-parent teacher conference groups, respectively, with a difference of .5 in favor of the parent-teacher conference group; the standard deviation was .72 and .81 for the parent-teacher conference group and the non-parent-teacher conference group, respectively, with a difference of .10 in favor of the non-parent-teacher conference group; and the standard error of the mean was .15 and .17 for the parent-teacher and non-parent-teacher conference groups, respectively, with a difference of .02 in favor of the non-parent-teacher conference group. The standard error of the difference between the means was .29.

The "t" for these data was 1.97 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence at 42 degrees of freedom. Therefore, the difference of the (arithmetic) component of the California Achievement Tests was not significant for these two groups of pupils.

Interpretation.— A summary of the data analyzed and compared above would appear to indicate that the mean of 5.0 and 4.5 for the parent-teacher conference and non-parent-teacher conference groups, respectively, was an indication that the former was .9 points below the norm of expectancy and the latter was 1.4 points below the norm of expectancy as measured by the California Achievement Test.

Further, there is the question as to what extent the factors of socio-economic factors and "culture-fair" test could or did significantly alter the observed performance of these fifth grade pupils. However, it is apparent from the test results to what extent there was a difference in performance in observed responses of these pupils from

variable to variable on the California Achievement Test used as the basis for this study.

Lastly, and more significant, there is the question to what extent the situation of the parent-teacher conferences provided an environment more conducive to optimum growth and development than did the environment of the non-parent-teacher conference group of pupils.

Results on the California Achievement Test (Language).-- The data on the language component of the California Achievement Tests as revealed by the raw scores obtained by the twenty-two parent-teacher and twenty-two non-parent-teacher conference of fith grade pupils of the Lake Shore Elementary School, Belle Glade, Florida, May, 1965, are presented in Tables 17 and 18, pages 53 and 54, respectively; and are analyzed in the separate paragraphs below.

Parent-Teacher conference group.-- For the twenty-two pupils the scores ranged from a low of 2.9 to a high of 6.8, with a mean of 4.4, a standard deviation of .87, and a standard error of the mean of .19. Eight or 36.32 per cent of the pupils scored above the mean, eight or 36.32 per cent scored below the mean, and six or 27.24 per cent scored within the mean class-interval. The mean grade placement of 4.4 shows that the pupils were 1.5 points below the norm of expectancy in language.

Non-Parent-Teacher conference group.-- For the twenty-two pupils the scored rangeś ranged from a low of 3.2 to a high of 5.5, with a mean of 4.2, a standard deviation of .67, and a standard error of the mean of .14. Seven or 31.78 per cent of the pupils scored below the mean, and seven or 31.78 per cent scored within the mean class-interval. The mean grade placement of 4.2 shows that the pupils were

TABLE 17

DISTRIBUTION OF THE RAW SCORES ON THE CALIFORNIA ACHIEVEMENT (LANGUAGE) OBTAINED BY THE PARENT-TEACHER CONFERENCE GROUP AND NON-PARENT-TEACHER CONFERENCE GROUP OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

	Parent-Teacher Conference Group		Non-Parent-Teacher Conference Group	
Scores	Number	Per Cent	Number	Per Cent
6.5-6.9	1	4.54	0	0.00
6.0-6.4	1	4.54	0	0.00
5.5-5.9	2	9.08	2	9.08
5.0-5.4	2	9.08	3	13.62
4.5-4.9	2	9.08	2	9.08
4.0-4.4	6	27.24	7	31.78
3.5-3.9	7	31.78	7	31.78
3.0-3.4	0	0.00	1	4.54
2.5-2.9	1	4.54	0	0.0
Total	22		22	
Mean	4.4		4.2	
Sigma	.87		.67	
SE_m	.19		.14	

1.7 points below the norm of expectancy in language.

The "t" ratio of comparative data.--Table 18, page 54 shows the comparative measures for the two groups were as follows; the mean was 4.4 and 4.2 for the parent-teacher and non-parent-teacher conference groups, respectively, with a difference of .2 in favor of the parent

TABLE 18

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA ACHIEVEMENT TESTS (LANGUAGE) BETWEEN THE PARENT-TEACHER AND NON-PARENT-TEACHER CONFERENCE GROUPS OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-Teacher Conference	22	4.4	.87	.19	.20	.22	.91
Non-Parent-Teacher Conference	22	4.2	.67	.14			

teacher conference group. The standard deviation was .87 and .67 for the parent-teacher and non-parent-teacher groups, respectively, with a difference of .2 in favor of the parent-teacher conference group; and the standard error of the mean was .19 and .14 for the parent-teacher conference group and non-parent-teacher conference group, respectively, with a difference of.05 in favor of the parent-teacher conference group. The standard error of the difference between the two means was 2.2.

The "t" for these data was .91 which was not significant for it was not as great as 2.58 at the one (.01) per cent level of confidence at 42 degrees of freedom. Therefore, the difference of the (Arithmetic) component of the California Achievement Tests was not statistically significant for these two groups of pupils.

Interpretation.--A summary of the data analyzed and compared would appear to indicate that the mean of 4.4 and 4.2, for the parent-teacher and non-parent teacher conference groups, respectively, was an indication

that the former was 1.5 points below the norm of expectancy and the latter was 1.7 points below the norm of expectancy as measured by the California Achievement Test.

Further, there is a question as to what extent the factors of socio-economic status and "culture fair" test could or did significantly alter the observed performance of these fifth grade pupils. However, it is apparent from the test results to what extent there was a difference in performance in observed responses of these pupils from variable to variable on the California Achievement Test used as the basis for this study.

Lastly, and more significantly, there is the question as to what extent the situation of the parent-teacher conferences provided an environment more conducive to optimum growth and development than did the environment of the non-parent-teacher conference group of pupils.

Results on the California Achievement Test (Total Battery).-- The data on the total battery of the California Achievement Tests as revealed by the raw scores obtained by the parent-teacher conference and non-parent teacher conference and pupils of the Lake Shore Elementary School, Belle Glade, Florida, May, 1965 are presented in Tables 19 and 20, pages 56 and 57 respectively; and are analyzed and interpreted in the separate paragraphs below.

Parent-Teacher conference group.--For the twenty-two pupils the scores ranged from a low of 3.2 to a high of 6.7 with a mean of 4.6, a standard deviation of .82 and a standard error of the mean of .18. Seven or 31.78 per cent of the pupils scored above the mean, 13 or 59.02 per cent scored below the mean, and 2 or 9.08 per cent scored within the mean class-interval. The mean grade placement of 4.6 shows that the pupils

TABLE 19

DISTRIBUTION OF THE RAW SCORES ON THE CALIFORNIA ACHIEVMENT TEST (TOTAL BATTERY) OBTAINED BY THE PARENT-TEACHER CONFERENCE AND NON PARENT-TEACHER CONFERENCE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

	Parent-Teacher Conference Group		Non-Parent-Teacher Conference Group	
Scores	Number	Per Cent	Number	Per Cent
6.5-7.0	1	4.54	0	0.00
6.0-6.4	0	0.00	0	0.00
5.5-5.9	2	9.08	2	9.08
5.0-5.5	4	18.16	3	13.62
4.5-4.9	2	9.08	2	9.08
4.0-4.4	8	36.32	3	13.62
3.5-3.9	4	18.16	10	45.40
3.0-3.4	1	4.54	2	9.08
Total	22		22	
Mean	4.6		4.3	
Sigma	.82		.74	
SE_m	.18		.17	

were 1.3 points below the norm of expectancy in total achievement.

Non-Parent-Teacher conference group.--For the twenty-two pupils the scores ranged from a low of 3.4 to a high of 5.7, with a mean of 4.3, a standard deviation of .74, and a standard error of the mean of .17. Seven or 31.78 per cent of the pupils scored above the mean, 12 or 54.48 per cent of the pupils scored below the mean, and three or 13.62 per cent scored within the mean class-interval. The mean score of 4.3 shows that

TABLE 20

SIGNIFICANT DIFFERENCES ON THE CALIFORNIA ACHIEVEMENT TESTS (TOTAL BATTERY) BETWEEN THE PARENT-TEACHER CONFERENCE GROUP AND THE NON-PARENT-TEACHER CONFERENCE GROUP OF FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

Group	Number	Mean	Sigma	S. E. Mean	$M_1 - M_2$	S. E. M_1 M_2	"t"
Parent-Teacher Conference	22	4.6	.82	.18	.3	.22	1.33
Non-Parent-Teacher Conference	22	4.3	.74	.17			

the pupils were 1.6 points below the norm of expectancy in total achievement.

The "t" ratio of comparative data.—Table 20, page 57, shows the comparative measures for the two groups were as follows: the mean was 4.6 and 4.3 for the parent-teacher and non-parent-teacher conference groups, respectively, with a difference of .3 in favor of the parent-teacher conference group; the standard deviation was .82 and .74 for the parent-teacher and non-parent-teacher conference groups, respectively, with a standard error of the difference of .08 in favor of the non-parent teacher conference group; and the standard error of the mean was .18 and .17 for the parent-teacher and non-parent-teacher conference groups, respectively, with a difference of .01 in favor of the parent-teacher conference group of pupils. The standard error of the difference between the two means was 2.24.

The "t" for these data was 1.33 which was not significant for it was less than 2.58 at the one (.01) per cent level of confidence at 42

degrees of freedom. Therefore, the difference of the total battery of the California Achievement test was not statistically significant for these two groups of pupils.

Interpretation.--A summary of the data analyzed and compared above would appear to indicate that the mean of 4.6 and 4.3 for the parent-teacher and non-parent-teacher conference groups, respectively was an indication that the former was 1.3 points below the norm of expectancy and the latter was 1.6 points below the norm of expectancy as measured by the California Achievement Tests.

Further, there is the question as to what extent the factors of socio-economic status and "culture fair" tests could or did significantly alter the performance of these fifth grade pupils. However, it is apparent from the test results to what extent there was a difference in performance in observed responses of these pupils from variable to variable on the California Achievement Test used as the basis of this study.

Lastly, and more significantly, there is the question as to what extent the situation of the parent-teacher conference provided environment more conducive to optimum growth and development than did the environment of the non-parent-teacher conference group of pupils.

Interpretative summaries

All of the quantitative data basic to the analysis and interpretation of the data presented through Chapter II, as shown in Tables 1 through 20 are summarized in the Summary Tables 21 and 22 for the indicated performance and/or indices of the parent-teacher conference and non-parent-teacher conference fifth grade pupils on the following tests:

1. California Test of Mental Maturity

2. California Achievement Tests

3. California Test of Personality

   (a) Total Adjustment
   (b) Interests and activities

4. Minnesota Home Status Index

5. California Achievement Tests (Second Testing Period)

   (a) Total Reading
   (b) Total Arithmetic
   (c) Total Language
   (d) Total Battery

First testing period

The first tests were given at the beginning of the school year as a means of equalizing or equating the two groups of pupils. The "interpretative summaries" of the findings are reported separately for each test and index for the parent-teacher conference centered group of disadvantaged fifth grade pupils in the Lake Shore Elementary School, Belle Glade, Florida.

Intelligence (IQ).--The data on the California Short-Form Test of Mental Maturity, as shown in Summary Table 21 may be summarized and interpreted as follows:

1. There was no significant difference in intelligence between the parent-teacher conference and non-parent-teacher conference groups of fifth grade pupils as indicated by the "t" of .94.

2. The mean IQ of 82 and 79 for the parent-teacher conference and non-parent-teacher conference groups, respectively, indicated that each group was experiencing a mental growth and development below the norm of expectancy.

Achievement.--The data on the California Achievement Tests (Total Battery) as tpresented in Summary Table 21 may be summarized and inter-

preted as follows:

1. There was no significant difference between the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils on the total battery of the achievement tests. The "t" of .48 for these groups was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

   Therefore, there was no significant difference in performance for the two groups.

2. In terms of grade-placement the parent-teacher conference and non-parent-teacher conference fifth grade pupils were found to be below the norm of expectancy of 5.2 on the Achievement tests with mean grade placements of 3.8 and 3.9 for the parent-teacher conference and non-parent-teacher conference groups, respectively.

Personality (Total Adjustment).-- The data on the Total Adjustment component of the California Test of Personality as presented in Summary Table 21 may be summarized and interpreted as follows:

1. There was no significant difference between the group of parent-teacher conference and non-parent-teacher conference group of pupils. The "t" of 0.00 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

2. In terms of percentile both the parent-teacher conference and non-parent-teacher conference pupils were found to be below the norm in total adjustment with a percentile index of five and five for the parent-teacher conference and non-parent teacher conference pupils, respectively.

Personality (Interest and Activities).--The data on the interest and activity section of the California Test of Personality as presented in Summary Table 21 may be summarized and interpreted as follows:

1. There were no significant difference between the groups of parent-teacher conference and non-parent-teacher conference centered pupils. The "t" of .67 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and 42 degrees of freedom.

   The average interest score of 55 and 57 and the average participation score of 34 and 30 for the parent-teacher conference

and non-parent-teacher conference groups, respectively shows that these pupils' interests far exceed their activities.

2. There were no significant differences between the percentages of interest of the parent-teacher conference group and non-parent-teacher conference centered group. The "t" of .31 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and 42 degrees of freedom.

3. There were no significant differences between the percentages of participation in liked activities of the parent-teacher conference and non-parent-teacher conference centered pupils. The "t" of .33 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and 42 degrees of freedom.

Minnesota Home-Status Index (Total Raw Scores).--The data on the Minnesota Home-Status Index may be summarized and interpreted as follows:

1. There was no significant difference between the home environment of the parent-teacher conference group and non-parent-teacher conference group of pupils as indicated by the "t" of .28 at the one (.01) per cent level of confidence and 42 degrees of freedom.

2. The mean score of 146 and 147 for the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils, respectively, show that the environment of each group was markedly below the average home with a score of 203.

Second testing period and interpretative summaries on achievement

The second tests were given at the end of the school year as a means to measure significant difference in scholastic achievement, if any, between the parent-teacher conference centered group and non-parent-teacher conference centered group of disadvantaged fifth grade pupils in Lake Shore Elementary School, Belle Glade, Florida.

Reading.--The data on the California Achievement Test (Reading) as presented in Summary Table 22 may be summarized and interpreted as follows:

1. There was no significant difference between the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils on the reading component of the achievement test. The "t" of 1.25 for these groups was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom. Therefore, there was no significant difference in the performance for the two groups.

2. In terms of grade placement both the parent-teacher conference and non-parent teacher conference fifth grade pupils remained below the norm of expectancy of 5.9 on the achievement test with mean grade placements of 4.2 and 3.9 for the parent-teacher conference group and non-parent-teacher conference group, respectively.

Arithmetic.--The data on the California Achievement Test (Arithmetic) as presented in Summary Table 22 may be summarized and interpreted as follows:

1. There was no significant difference between the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils on the arithmetic component of the achievement test. The "t" of 1.78 for these groups was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom. Therefore, there was no significant difference in performance for the two groups.

2. In terms of grade placement both the parent-teacher conference and non-parent-teacher conference fifth grade pupils remained below the norm of expectancy of 5.9 on the achievement test with mean grade placements of 5.0 and 4.5 for the parent-teacher conference group and non-parent-teacher conference group, respectively.

Language.--The data on the California Achievement Test (Language) as presented in Summary Table 22 may be summarized and interpreted as follows:

1. There was no significant difference between the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils on the language component of the ac hievement test. The "t" of.01 for these groups was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom. Therefore, there was no significant difference in performance for the two groups.

2. In terms of grade placement both the parent-teacher conference group and non-parent-teacher conference fifth grade pupils remained below the norm of expectancy of 5.9 on the achievement test with mean grade placements of 4.4 and 4.2 for the parent-teacher conference group and non-parent-teacher conference group, respectively.

Total Battery.--The data on the California Achievement Test (Total Battery) as presented in Summary Table 22 may be summarized and interpreted as follows:

1. There was no significant difference between the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils on the total battery of the achievement test. The "t" of 1.33 for these groups was not significant for it was less than 2.58 at the one per cent level of confidence and at 42 degrees of freedom. Therefore, there was no significant difference in performance for the two groups.

2. In terms of grade placement both the parent-teacher conference and non-parent-teacher conference fifth grade pupils remained below the norm of expectancy of 5.9 on the achievement test with mean grade placements of 4.6 and 4.3 for the parent-teacher conference group and the non-parent-teacher conference group, respectively.

TABLE 21

SUMMARY OF DATA ON THE CALIFORNIA TEST OF MENTAL MATURITY, CALIFORNIA ACHIEVEMENT TEST, CALIFORNIA TEST OF PERSONALITY AND THE MINNESOTA HOME STATUS INDEX BETWEEN THE TWENTY-TWO PARENT-TEACHER CONFERENCE AND TWENTY-TWO NON PARENT-TEACHER CONFERENCE CENTERED FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, OCTOBER, 1964

Test Variables	PARENT TEACHER CONFERENCE GROUP			NON PARENT TEACHER CONFERENCE GROUP			DIFFERENCE DATA		
	Mean Percentage	Sigma	SE_m	Mean Percentage	Sigma	SE_m	M_1-M_2	S.E. M_1-M_2	"t"
		California Test of Mental Maturity							
Intelligence	82	12.20	2.68	79	9.00	1.96	3	3.3	.96
		California Achievement Test							
Total Battery	3.8	.68	.15	3.9	.68	.15	.10	.21	.48
		California Test of Personality							
Total Adjustment	75	15.42	3.36	.75	15.09	3.36	.00	4.5	.00
Interest & Activities	90	14.73	3.21	87	14.03	3.06	3	4.47	.67
Percentage of Interests	.73			.77			4	.13	.31
Percentage of Participation	.46			.41			5	.15	.33
		Minnesota Home Status Index							
Total Raw Scores	146	9.65	2.06	147	9.05	2.00	1	3.5	.28

*The percentage refers to the interest and participation

TABLE 22

SUMMARY DATA ON THE CALIFORNIA ACHIEVEMENT TEST (GRADE PLACEMENT) BETWEEN THE TWENTY-TWO PARENT TEACHER CONFERENCE AND TWENTY-TWO NON-PARENT-TEACHER CONFERENCE FIFTH GRADE PUPILS IN THE LAKE SHORE ELEMENTARY SCHOOL, BELLE GLADE, FLORIDA, MAY, 1965

Test Variables	Parent-Teacher Conference Group			Non-Parent-Teacher Conference Group			Difference Data		
	Mean	Sigma	SE_m	Mean	Sigma	SE_m	$M_1 - M_2$	S. E. M_1-M_2	"t"
Total Reading	4.2	.71	.18	3.9	.72	.15	.30	.24	1.25
Total Arithmetic	5.0	.72	.18	4.5	.81	.17	.50	.29	1.72
Total Language	4.4	.87	.19	4.2	.67	.14	.20	.22	.91
Total Battery	4.6	.82	.18	4.3	.74	.17	.30	.22	1.33

CHAPTER III

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

Rationale.-- It is an inherent privilege of American citizens to live efficiently and to receive the maximum enjoyment from life. However, this privilege is not exercised by all Americans. Many parents and children are not aware of the richness and beauty, the opportunities which contribute to people's well-rounded living, or the opportunities for success by which they are surrounded.

The writer refers to the child whose background did not provide opportunities for him to grow culturally or educationally on bases with the average child as "culturally deprived or disadvantaged." These children are often found in rural areas, in towns, in small cities, and in great metropolitan areas. A recent study showed that in 1960 one third of the school age population in the nation's fourteen largest cities was culturally deprived, and that their proportion will reach one half in 1970, if present trends in population movement continue.[1]

All ethnic groups in America have some disadvantaged children. Most disadvantaged children are concentrated among the minority groups, such as, the Negro, Puerto Rican, Mexican-American, and Indian. Not all children in these groups are disadvantaged children but the

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[1]Dorothy M. Fraser, Deciding What to Teach (Washington: National Education Association, 1963), p. 55.

educational and occupational disadvantages are greater in minority groups, in general, causing more cultural deprivation.[1]

America's future depends in part upon the proper growth, development, and education of every American child. Consequently, each American has a responsibility for all children. The community through its schools, churches, and other organizations, provides many means for helping to care for its children. But the family, and particularly the parents, are responsible for each child.

Parent-teacher conferences in the United States had their beginning in the eighteen hundreds. During the early days of the century, parents became increasingly aware of their responsibilities toward children and began to develop the method of universal education which we now enjoy as a means of preparing children to live in this complex civilization. More and more, as the importance of child welfare was recognized and provided for, educators themselves saw the need for parents' cooperation in the task.[2]

During 1897 parents took the "Laissez Faire" attitude toward the school. This tendency was so extreme that home was thought of as a place to eat and sleep. Children left their homes in the morning for school and came back in the late afternoon. Mothers and fathers knew little of what went on in school and teachers knew little of what went on in the home.[3]

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[1] Ibid., p. 55.

[2] National Congress of Parents and Teachers, The Parent Teacher Organization (Chicago: National Congress of Parents and Teachers, 1944), p. 3.

[3] Harry Overstreet and Bonaro Overstreet, Where Children Come First (Chicago: National Congress of Parents and Teachers, 1949), p. 77.

The National Congress of Parents and Teachers appealed to parents to take more interest in the education of their children. At the 1890 convention, Mrs. Verta H. Cassedy made the following plea for mothers and teachers to cooperate:

> I plead for more sympathetic understanding between the mothers and the teachers, so that without magnifying the training of one, or minimizing the work of the other, better results may be reached.
>
> If we are ever to have true cooperation between mothers and teachers, the mother must accompany her child not only to but through the school room door. Only as the mother stood inside the classroom could she begin to understand what the teacher was driving at. Only then could she know the reason for pursuing certain methods, for granting certain permissions, for setting up certain prohibitions. Only then would she realize that this kind of knowledge could not be gleaned by occasional verbal messages sent by the child or by sporadic emergency visits to the school. She must have a real knowledge of both school and college life, of the educative value of curricular diet demanded in sedentary life, of the interaction of surroundings in the growth of character, the pace and power of social contact in the development of life, the temptations presented and the manner in which they are to be overcome.[1]

All of us who work with children have a common stake in the world of tomorrow. Teachers and parents stand side by side in helping to build the ideals and shape the lives of those who will shape our civilization in the years ahead. A sense of joint responsibility shared by parents and teachers is an excellent basis for building wholesome relationships between home and school. When these two establish understanding, appreciation, and actively cooperate with each other, there exists a continuity in the child's experiences. As the child senses a relationship of togetherness between his parents and his teacher he has a greater

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[1] Ibid., p. 78.

feeling of security.[1]

Boarding around in the community was practiced by the schoolmaster in the North Eastern United States for many generations. The master determined the number of days that he would live in the home of each of his pupils by dividing the number of school days by the number of pupils in his class. This practice supplemented his salary and provided him with a better understanding of his pupils.[2]

A teacher that understands the home environment gets to understand the parent's feelings and attitudes about the youngster and sees them as being interested in particular things with one thing being of vital importance and the other not so important. This naturally affects the child's values; for all of his home living, the home attitude and relationship, and the home expectation are part of him. He brings them to school with him every day. The more the school life is geared to take account of the home life, the better the educational experience will be for the child.

Evolution of the problem.-- The writer's interest in this problem grew out of her experience as a teacher of disadvantaged children. The writer has become, through her various experiences, more conscious of a good educational background. It is her sincere desire to raise the academic achievement level of the disadvantaged children with whom she works.

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[1]Edith Leonare, Dorothy Vandeman, and Lillian Miles, Counseling with Parents (New York: The MacMillan Company, 1954), p. 1.

[2]William Yeager, School Community Relations (New York: The Dryden Press, 1951), p. 44.

Contribution to educational research.-- This research may serve as a basis for developing a more effective technique of involving parents from poverty stricken areas in school affairs to help raise the achievement level of their children.

Statement of the problem.-- The problem of this study was to determine the difference in scholastic achievement between a group of pupils whose parents and teachers hold regular conferences and a group of pupils whose parents and teachers do not hold regular conferences in the Lake Shore Elementary School, Belle Glade, Florida, 1964-65.

Purpose of the study.-- The overall purpose of this study was to determine if periodic parent-teacher conferences will help to raise the academic achievement level of disadvantaged children. More specifically, the purposes of this study were to determine:

1. The extent to which periodic and systematized parent-teacher conferences on pupil progress are held in the Lake Shore Elementary School, Belle Glade, Florida
2. The scope and nature of the parent-teacher conferences which are held periodically in this school
3. The extent to which parent-teacher conferences deal with:
    a. The study habits and work practices of pupils
    b. The overall behavioral discipline
    c. The control of pupils
4. The extent to which the school achievement is different for "conference" and "non-conference" based pupils. And,
5. To formulate whatever implications in educational theory and practice as may be secured from the interpretation of the data collected.

Definition of terms.-- The more important terms used throughout this study are defined below:

1. "Intelligence" refers to the level of mental growth and development as measured by the California Test of Mental Maturity.[1]

2. "Achievement" refers to the level of school accomplishment as measured by the California Achievement Tests.[2]

3. "Socio-economic status" refers to the selected factors of home background or status as measured by the Minnesota Home-Status Index.[3]

4. "Personality" refers to the manifest behavior patterns as measured by the California Test of Personality.[4]

Locale and research design of the study.-- The significant aspects of the locale and research-design of this research are indicated below.

1. Locale and period-- This study was conducted during the school year of 1964-1965 with the collection of the basic data being completed during the month of May at the Lake Shore Elementary School, Belle Glade, Florida.

2. Method of research-- The experimental method of research, employing the specific technique of paralled groups, testing, statistical analysis, conferences with parents (home and school), was used to collect the data necessary for the fulfillment of the purposes of the research.

3. Subjects-- The subjects involved in this study were forty-four fifth grade pupils in Lake Shore Elementary School, Belle Glade, Florida, 1964-1965. The subjects ranged in age from 9 to 13 years. In addition, other subjects involved in the study were the parents of the pupils who were the subjects.

4. Instruments-- The instruments used in this research were: (a) the California Short-Form Test of Mental Maturity, (b) the

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[1]E. T. Sullivan, Willis W. Clark, and Ernest W. Tiegs, California Test of Mental Maturity, Elementary S-Form (Los Angeles: California Test Bureau, 1950).

[2]Ernest W. Tiegs and Willis W. Clark, California Achievement Test, Elementary AA (Los Angeles: California Test Bureau, 1950).

[3]Alice Leahy, Minnesota Home Status Index (New York: Psychological Corporation, 1950).

[4]Louis P. Thorpe, Ernest W. Tiegs, and Willis W. Clark, California Test of Personality, Elementary Form A. (Los Angeles: California Test Bureau, 1950).

California Achievement Test, (c) The California Test of Personality, (d) the Minnesota Home-Status Index, (e) Parent-teacher Conference Schedule Sheet, and (f) the Home-Visitation Observation Sheet.

5. Criterion of reliability-- The "criterion of reliability" used to test the significant difference of the data between the two groups; parent-teacher and non-parent-teacher conference centered was Fisher's "t" of 2.58 at the one (.01) per cent level of confidence for 42 degrees of freedom.

6. Procedures-- The procedural steps used in the conduct of this research are outlined below.

   a. The related literature was surveyed, abstracted and incorporated in the thesis copy.

   b. Permission to conduct the study was secured from the school administration.

   c. The two groups of pupils were equalized or equated on the basis of intelligence, achievement, personality, interests and activities, and home environment as measured by the California tests of Intelligence, Achievement, and Personality and the Minnesota Home Status Index.

   d. The writer set up a schedule of orientation and training in the use of the parent-teacher conference.

   e. The parents were provided with a list of educational books and toys for fifth grade pupils.

   f. The writer held periodic conferences with the parents in gaining the "know how" of observing and reporting on pupils' activities.

   g. The data for the tests were assembled in appropriate tables and statistically treated to ascertain significant differences by the use of Fisher's "t."

   h. The findings, conclusions, implications and recommendations were formulated and incorporated in the thesis copies.

Summary of related literature.-- The literature related to the direct effects parent-teacher conferences have on academic achievement is quite limited, however, interest in parent-teacher conferences covers a broad area. The following summary is intended to typify the survey of pertinent literature:

1. Parent-teacher conferences provide a better working relationship among the parents, teachers, and pupils.

2. Teachers' opinions regarding the effect of parent-teacher conferences on pupil academic improvement is that conferences are helpful.

3. When parents and teachers are aware of how they agree and how they differ in their ways of looking at the child the two parts of the child's living are brought closer together.

4. Parents often reinforce the school's activities when they understand its program.

5. Learning is a continuous process in school and after school. Teachers should build parents' confidence in helping their children at home.

6. The pupils' experiences should be systematically planned by the parents, teacher, and the community.

7. Projects are being sponsored in different cities to actively involve parents in the school program as a means of raising the academic achievement of culturally deprived pupils.

8. The Banneker District's Program in St. Louis, is called "Operation Motivation". The school personnel seeks to involve parents by convincing them that the staff has a genuine interest in raising the educational level of their children.

9. The "Head Start" program is designed to help disadvantaged or culturally-deprived children become orientated, at an early age, to activities of the school. This program was also designed to involve parents and other neighborhood residents.

Summary of the basic findings.-- The quantative measures of the basic findings of this research have been presented in Tables 1 through 20, summarized in the consolidated Tables 21 and 22, and are presented under separate and appropriate captions in the paragraphs below.

First testing period.-- The data on the comparison of intelligence, achievement, personality, interest and activities, and home environment between the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils before the study project period began are presented in Tables 1 through 13; and are analyzed under the appropriate and separate captions below.

California Test of Mental Maturity
(Intelligence Quotient)
(Tables 1-2)

The intelligence quotients measures for the parent-teacher conference pupils were: Mean of 82, a sigma of 12.20, and a SE of the mean of 2.68; whereas, the measures for the non-parent teacher conference pupils were; mean of 79, a sigma of 9.00, and a SE of the mean of 1.96.

The difference between the two means was 3.00; the standard error of the difference between the two means was 3.30; and the "t" was .91, which was not statistically significant.

California Achievement Test
(Total Battery)
(Tables 3-4)

The achievement measures for the parent-teacher conference pupils were: a mean of 3.8, a sigma of .68, and a SE of the mean of .15; whereas, the measures for the non-parent teacher conference pupils were; mean 3.9, a sigma of .68, and a SE of the mean of .21.

The difference between the two means was .10; the standard error of the difference between the two means was .21; and the "t" was .91, which was not statistically significant.

California Test of Personality
(Total Adjustment)
(Tables 5-6)

The total adjustment measures for the parent-teacher conference pupils were: mean of .75, a sigma of 15.42, and a SE of the mean of 3.36; whereas, the measures for the non-parent teacher conference pupils were; mean of 75, a sigma of 15.09 and a SE of the mean of 3.36.

The difference between the two means was 0.00; the standard error of the difference between the two means of 4.5; and the "t" was 0.00 which was not statistically significant.

California Test of Personality
(Interests and Activities)
(Tables 7-8)

The interest and activities measures for the parent-teacher conference pupils were: mean of 90, a sigma of 14.73, and a SE of the mean of 3.21; whereas, the measures for the non-parent-teacher conference pupils were; mean of 87, a sigma of 14.03, and a SE of the mean of 3.21.

The difference between the two means was 3.00; the standard error of the difference between the two means was 4.47; and the "t" was .67 which was not statistically significant.

Minnesota Home Status Index
(Total Raw Scores)
(Tables 9-10)

The home environment measures for the parent-teacher conference pupils were: mean of 146, a sigma of 9.65, and a SE of the mean of 2.06; whereas, the measures for the non-parent-teacher conference pupils were; mean of 147, a sigma of 9.05, and a SE of the mean of .28.

The difference between the two means was 1.00; the standard error of the difference between the two means was 3.5; and the "t" was .28, which was not statistically significant.

Second testing period.-- The data on the comparison of achievement between the parent-teacher conference group and non-parent-teacher conference group of fifth grade pupils after the study project period ended are presented in Tables 13 through 20; and are analyzed under the appropriate and separate captions below.

Californai Achievement Test
(Reading Component)
(Tables 11-12)

On the variables of Reading the measures for the parent-teacher conference pupils were: mean of 4.2, a sigma of .71, and a SE of the mean of .18; whereas, the measures for the non-parent-teacher conference pupils were; mean of 3.9, a sigma of .72, and a SE of the mean of .15.

The difference between the two means was .30; the standard error of the difference between the two means was .24; and the "t" was 1.25, which was not statistically significant.

California Achievement Test
(Arithmetic Component)
(Tables 13-14)

On the variables of Arithmetic the measures for the parent-teacher conference pupils were; mean of 5.0, a sigma of .72, and a SE of the mean of .18; whereas, the measures for the non-parent-teacher conference pupils were; mean of 4.5, a sigma of .81, and a SE of the mean of .17.

The difference between the two means was .5; the standard error of the difference between the two means was .29; and the "t" was .91, which was not statistically significant.

California Achievement Test
(Language Component)
(Tables 15-16)

On the variables of Language the measures for the parent-teacher conference pupils were: mean of 4.4, a sigma of .87, and a SE of the mean of .19; whereas, the measures for the non-parent-teacher conference pupils were; mean of 4.2, a sigma of .67 and a SE of the mean of .14.

The difference between the two means was .2; the standard error of the difference between the two means was .22; and the "t" was .91, which was not statistically significant.

California Achievement Test
(Total Battery)
(Tables 17-18)

The total achievement measured for the parent-teacher conference pupils were; a mean of 4.6, a sigma of .82, and a SE of the mean of .18; whereas, the measures for the non-parent-teacher conference pupils were: mean of 4.3, a sigma of .74 and a SE of the mean of .17.

The difference between the two means was .3; the standard error of the difference between the two means was .22; and the "t" was 1.33, which was not statistically significant.

Conclusions.-- As a result of this study the analysis and interpretation of the data would appear to warrant the following conclusions:

1. At the beginning of the term the parent-teacher conference and non-parent-teacher conference pupils who were subjects of this research appeared to be experiencing the same level of mental growth.

   a. The measured intelligence of these parent-teacher conference and non-parent-teacher conference pupils was 82 and 79 respectively.

   b. The "t" of .94 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

2. As found in the preliminary testing the parent-teacher conference and non-parent-teacher conference pupils appeared to be at equal or quite similar levels in achievement.

a. The measured grade placement mean of these parent-teacher conference and non-parent-teacher conference pupils was 3.8 and 3.9, respectively.

b. The "t" of .48 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

3. During the preliminary testing no significant differences were found between the parent-teacher conference group and non-parent-teacher conference group in their total personality adjustment.

a. The mean percentile index for the parent-teacher conference and non-parent-teacher groups was 5.

b. The "t" of 0.00 was not significant for it was less than 2.85 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

4. There were no significant differences in interests and activities at the beginning of the year for the parent-teacher conference group and non-parent-teacher conference group.

a. The average interest score of 55 and 57 and the average participation score of 34 and 30 for the parent-teacher conference group and non-parent-teacher conference group, respectively, shows that these pupils interests far exceed their activities.

b. The "t" of .67 for activities and interest was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

5. As found in the initial testing period there was no significant difference in the home environment of the parent-teacher conference group and non-parent-teacher conference group.

a. The mean score of 146 and 147 for the parent-teacher conference group and non--arent-teacher conference group was far below the average home with a score of 203.

6. At the end of the year there was no significant difference between the parent-teacher conference group and non-parent-teacher conference group in reading achievement.

a. The measured grade placement mean of these parent-teacher conference and non-parent-teacher conference centered pupils was 4.2 and 3.9, respectively.

b. The "t" of 1.25 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

7. As found at the end of the term there was no significant difference between the parent-teacher conference group and non-parent-teacher conference group in arithmetic achievement.

   a. The measured grade placement mean of these parent-teacher conference and non-parent-teacher conference centered pupils was 5.0 and 4.5, respectively.

   b. The "t" of 1.72 was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

8. At the end of the year there was no significant difference between the parent-teacher conference group and non-parent teacher conference group in language achievement.

   a. The measured grade placement mean of these parent-teacher conference and non-parent-teacher conference centered pupils was 4.4 and 4.2, respectively.

   b. The "t" of .91 for was not significant for it was less than 2.58 at the one (.01) per cent level of confidence and at 42 degrees of freedom.

9. The mean score of each group, on the total achievement at the beginning of the year of 3.8 and 3.9 and at the end of the year the mean score of each group of 4.6 and 4.3 for the parent-teacher conference and non-parent-teacher conference groups respectively, favor the parent-teacher conference group, but the difference was not statistically significant.

10. There is a better working relationship among parent, teacher, and child when the parent and teacher know each other and understand that they have a common interest in the education, health and welfare of the child.

11. Most of the parents of these disadvantaged pupils have poor educational backgrounds and exhibit little aspiration for a better life.

Implications.-- The educational implications yielded from this study are:

1. It appears that parents of disadvantaged children would be more influential in the education of their children if they felt educationally competent, also if financial conditions provided more time for them to be at home with their children.

2. Since disadvantaged children are known to be poorly developed in language skills, it would appear that the school is

challenged to intensify its program to provide a wealth of opportunity and direction for children's experiences in verbal communication.

Recommendations.-- Critical analysis and interpretation of the basic findings, conclusions, and implications seem to warrant the following recommendations:

1. Considering the low-socio-economic status of most of the residents of this area, there should be provided more activities in the Lake Shore Schools, Community which offer self-improvement opportunity for parents.

2. Considering the strong influence the home has on the educational achievement of the students it is recommended that the teachers and parents of the Lake Shore Schools community hold regular conferences on achievement, during which, plans may be outlined for the reinforcing and continuation of formal education in the home.

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APPENDIXES

VITA

Harrison, Josephine Williamson

Education

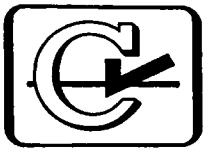
High school education, West Palm Beach, Florida; B. S. Florida Memorial College, St. Augustine, Florida, 1961.

Experience

Elementary classroom teacher for four years.

Personal Information

Married, Protestant.



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BRANCH OFFICES: NEW CUMBERLAND, PA.; MADISON, WIS.; DALLAS, TEXAS

DIRECTIONS: Mark as you are told the number of the word that means the opposite or about the opposite of the first word.

SAMPLE: A. **happy** [1] black [2] run [3] sad [4] rich

Correct Test Booklet Mark: 3 A

Correct Answer Sheet Mark: A 1 2 3 4

TEST 1—SECTION A

1. **more** [1] several [2] free [3] less [4] inside ____ 1
2. **few** [1] many [2] seldom [3] plucky [4] foolish ____ 2
3. **larger** [1] angry [2] smoother [3] bigger [4] smaller ____ 3
4. **start** [1] invite [2] race [3] strike [4] finish ____ 4
5. **sum** [1] chief [2] difference [3] vessel [4] spot ____ 5
6. **empty** [1] tie [2] fill [3] fall [4] remove ____ 6
7. **divisor** [1] echo [2] cap [3] multiplier [4] desire ____ 7
8. **even** [1] odd [2] smooth [3] open [4] nasty ____ 8
9. **reduce** [1] recite [2] reply [3] stop [4] increase ____ 9
10. **part** [1] hand [2] fact [3] total [4] jewel ____ 10
11. **choose** [1] reject [2] seize [3] vote [4] flash ____ 11
12. **quotient** [1] accident [2] product [3] continent [4] deduction ____ 12

GO RIGHT ON TO THE NEXT SECTION

Test 1 — Sec. A Score (number right)_____

TEST 1—SECTION B

13. **wild** [1] mild [2] tame [3] famous [4] same ____ 13
14. **question** [1] column [2] mark [3] habit [4] answer ____ 14
15. **silent** [1] gigantic [2] motionless [3] noisy [4] simple ____ 15
16. **agree** [1] disagree [2] discuss [3] preside [4] gain ____ 16
17. **break** [1] rock [2] fracture [3] fly [4] fix ____ 17
18. **together** [1] cloistered [2] separated [3] mixed [4] high ____ 18
19. **grouped** [1] seasoned [2] cancelled [3] scattered [4] troubled ____ 19
20. **majority** [1] minority [2] crowd [3] valley [4] crew ____ 20
21. **vacant** [1] old [2] full [3] lost [4] polite ____ 21
22. **shrinking** [1] warping [2] fading [3] broadening [4] swelling ____ 22
23. **posterior** [1] immaterial [2] anterior [3] rear [4] curved ____ 23
24. **soil** [1] clean [2] slide [3] track [4] toil ____ 24
25. **humid** [1] humming [2] damp [3] arid [4] still ____ 25

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 1 — Sec. B Score (number right)_____

DIRECTIONS: Mark as you have been told the number of the word that means the opposite or about the opposite of the first word.

SAMPLE: B. **happy** [1] black [2] run [3] sad [4] rich

Correct Test Booklet Mark: 3 B

Correct Answer Sheet Mark: B 1 2 3 4

TEST 1—SECTION C

26. **country** [1] farm [2] crops [3] land [4] city ____26

27. **offer** [1] refuse [2] reply [3] open [4] hope ____27

28. **discourage** [1] divide [2] encourage [3] conquer [4] league ____28

29. **knowledge** [1] vigor [2] pain [3] ignorance [4] park ____29

30. **tame** [1] wild [2] spoiled [3] playful [4] spotted ____30

31. **dry** [1] moist [2] evil [3] alive [4] cold ____31

32. **male** [1] boy [2] friend [3] couple [4] female ____32

33. **captive** [1] tight [2] purple [3] free [4] second ____33

34. **east** [1] north [2] easy [3] west [4] best ____34

35. **ascend** [1] transcend [2] pretend [3] descend [4] defend ____35

36. **lend** [1] mend [2] borrow [3] mourn [4] hurt ____36

37. **industry** [1] railroad [2] speech [3] culture [4] agriculture ____37

GO RIGHT ON TO THE NEXT SECTION

Test 1 — Sec. C Score (number right)_____

TEST 1—SECTION D

38. **begin** [1] free [2] fly [3] cry [4] end ____38

39. **true** [1] natural [2] false [3] blue [4] straight ____39

40. **loser** [1] winner [2] window [3] race [4] griever ____40

41. **ordinary** [1] local [2] divine [3] unusual [4] content ____41

42. **fancy** [1] merry [2] plain [3] frayed [4] pear ____42

43. **funny** [1] special [2] minute [3] solemn [4] sole ____43

44. **dainty** [1] coarse [2] fine [3] colored [4] airy ____44

45. **active** [1] lazy [2] understood [3] related [4] awkward ____45

46. **rage** [1] anger [2] loss [3] number [4] joy ____46

47. **pleasure** [1] deed [2] harm [3] pain [4] mist ____47

48. **tardy** [1] ready [2] prompt [3] blundering [4] humorless ____48

49. **sensible** [1] alert [2] difficult [3] legal [4] ignorant ____49

50. **sufficient** [1] pleasant [2] degree [3] reticent [4] inadequate ____50

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 1 — Sec. D Score (number right)_____

TEST 2—SECTION E

DIRECTIONS: Read the following directions. Mark as you are told the number or letter of each correct answer.

51. By crossing out two letters, you can make **friend** out of the word **friendly.** Mark the number of the two letters which would be crossed out.

[1] **ly**
[2] **fy**
[3] **lf**
[4] **dy** ____51

52. One of the words below is in this sentence. Mark its number.

[1] **those**
[2] **one**
[3] **wild**
[4] **beside** ____52

53. Mark the number of the letter which must be added to **hom** to make **home.**

[1] **i**
[2] **a**
[3] **s**
[4] **e** ____53

54. Read the following names:

Marie Arthur Richard Mae

Mark the number which shows the first letter of the girls' names.

[1] **A**
[2] **M**
[3] **R**
[4] **N** ____54

55. Mark the number of the word that is **rat** spelled backward.

[1] **tar**
[2] **atr**
[3] **rta**
[4] **tra** ____55

56. To make the word **catch** you need to put two letters between **ca** and **h.** Mark the number of the two letters.

[1] **at**
[2] **ch**
[3] **ca**
[4] **tc** ____56

57. A compound word is formed by joining two or more words, such as **earth** and **quake,** forming the word **earthquake.** The words **play** and **ground** will form a word, too. Mark its number.

[1] **playground**
[2] **playarea**
[3] **playingground**
[4] **playyard** ____57

58. The first sixteen letters of the alphabet are:

a b c d e f g h i j k l m n o p

One of the words below ends with the sixth letter of the alphabet. Mark its number.

[1] **below**
[2] **letter**
[3] **with**
[4] **brief** ____58

59. A prefix consists of one or more letters placed before a root or a simple word to form a new word. Mark the number of the new word which has the prefix **un** added to the word **afraid.**

[1] **unafraid**
[2] **unaltered**
[3] **unknown**
[4] **undoing** ____59

GO RIGHT ON TO THE NEXT PAGE

60. The suffix **ness** is used to form nouns meaning state or condition, such as **ill, illness.** Mark the number of the word which has the suffix **ness** added to the word **hard.**

[1] **hardiness**
[2] **ness**
[3] **hard**
[4] **hardness** ____60

61. Some of the Roman numerals and their values are:

IX = 9 XIX = 19
XX = 20 XXI = 21

Mark the letter of the Roman numeral for 19.

[a] **XIX**
[b] **IX**
[c] **XXI**
[d] **XX** ____61

62. Read these letters:

w k o g n j f p d

Mark the number of the third letter to the right of **g.**

[1] **j**
[2] **p**
[3] **f**
[4] **d** ____62

63. The suffix **able** can be added to a word such as **peace** to make the new word **peaceable.** Mark the number of the new word which has the suffix **able** added to the word **transfer.**

[1] **transfer**
[2] **transmittable**
[3] **treasonable**
[4] **transferable** ____63

64. Read these numbers:

9 4 7 3 2 8 6 5 1

Mark the letter of the fifth number to the left of **5.**

[a] **4**
[b] **2**
[c] **9**
[d] **7** ____64

65. Mark the number of the fifth letter of the last word of this sentence.

[1] **n**
[2] **a**
[3] **e**
[4] **r** ____65

66. Read these numbers:

6 3 4 8 5 2 1 9 0

Mark the letter of the third number to the right of **8.**

[a] **1**
[b] **9**
[c] **6**
[d] **3** ____66

67. Mark the number of the eighth word in this sentence.

[1] **this**
[2] **in**
[3] **word**
[4] **line** ____67

68. Read the following names:

Carl Joy Grace Henry

Mark the number which shows the first letters of the boys' names.

[1] **CJ**
[2] **JG**
[3] **GH**
[4] **HC** ____68

GO RIGHT ON TO THE NEXT PAGE

TEST 2—SECTION E (Continued)

69. Words ending with **e** generally drop the **e** before suffixes beginning with a vowel, such as **admire, admirable.** Mark the number of the word which has the suffix **able** added to the word **pleasure.**

[1] **pleasureable**
[2] **admirable**
[3] **pleasurable**
[4] **able**

____69

70. Words ending with **y** usually change the **y** to **i** before the suffix is added, such as **easy** changed to **easily.** Mark the number of the word which has the suffix **ful** added to the word **plenty.**

[1] **partly**
[2] **plentiful**
[3] **plentyful**
[4] **plentfull**

____70

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 2 — Sec. E Score (number right).....

TEST 2—SECTION F

DIRECTIONS: Mark as you have been told the number or letter of each correct answer.

71. The title is found in what part of a book?

[1] **beginning**
[2] **middle**
[3] **end** ____71

✓ **Look at the following Table of Contents and find the answers to items 72, 73, and 74.**

TABLE OF CONTENTS

72. Mark the letter of the page which shows where "The Bean Family" begins.

[a] **43**
[b] **52**
[c] **69**
[d] **74** ____72

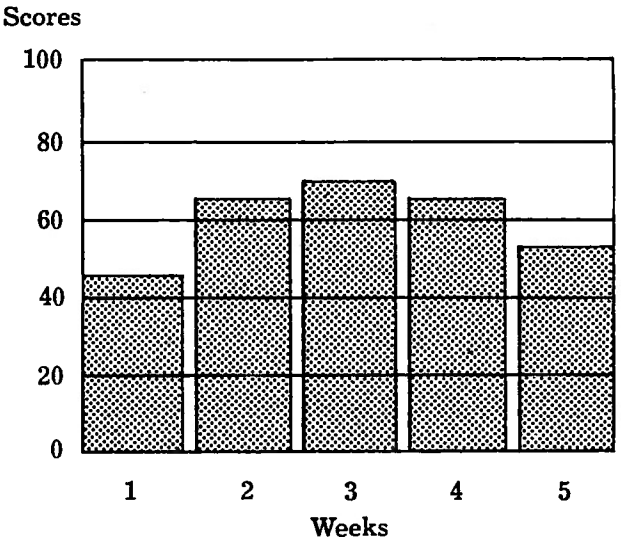
73. Mark the number which shows what story begins on page 74.

[1] **Corn and Its Cultivation**
[2] **Strong Man Oak**
[3] **The Bean Family**
[4] **The Rubber Tree** ____73

74. Mark the number which shows to which chapter the material on page 33 belongs.

1 2 3 4 ____74

✓ **Below is a bar graph of Joe's arithmetic test scores for 5 weeks. Read the graph and mark the letter or number of the correct answers to questions 75 through 79.**



75. In which two weeks did Joe make the same score on the tests?

[a] **2 and 3**
[b] **2 and 4**
[c] **1 and 4**
[d] **4 and 5** ____75

76. In which week did Joe make the highest score?

[a] **4**
[b] **3**
[c] **2**
[d] **1** ____76

77. In which week did Joe make the lowest score?

[a] **3**
[b] **2**
[c] **1**
[d] **5** ____77

GO RIGHT ON TO THE NEXT PAGE

78. The graph you have just read is called a

[1] **bar graph.**
[2] **circle graph.**
[3] **picture graph.**
[4] **line graph.** ____78

79. What was Joe's score in the first week?

[a] **35**
[b] **40**
[c] **45**
[d] **65** ____79

✓ **Read this list of words:**

yard	pail
jar	bell
help	king
quiet	ripe

If the above words were arranged alphabetically,

80. **help** would come next after

[1] **bell.**
[2] **king.**
[3] **yard.**
[4] **jar.** ____80

81. **pail** would come next after

[1] **quiet.**
[2] **jar.**
[3] **king.**
[4] **ripe.** ____81

✓ **Look at this partial index and find the answers to items 82, 83, and 84.**

INDEX

Gold: 220, 309, 823; in Alaska, 233; in Australia, 305; in Canada, 296-297; in the Rocky Mountains, 48.

Graf Zeppelin, 223.

Grapefruit, 49, 103, 110, 624.

Grapes: 92, 261, 304, 378; in Canada, 295; in France, 379; in the United States, 49.

Grazing, 35, 36, 46, 48.

Great Britain: 7, 8, 233, 403; as a commercial nation, 277-288; coal, 151; navy, 158; trade with the United States, 62.

82. Mark the letter which shows on what page information concerning the Graf Zeppelin will be found.

[a] **233**
[b] **223**
[c] **103**
[d] **48** ____82

83. Mark the letter which shows on what page information concerning grapes in France will be found.

[a] **49**
[b] **261**
[c] **295**
[d] **379** ____83

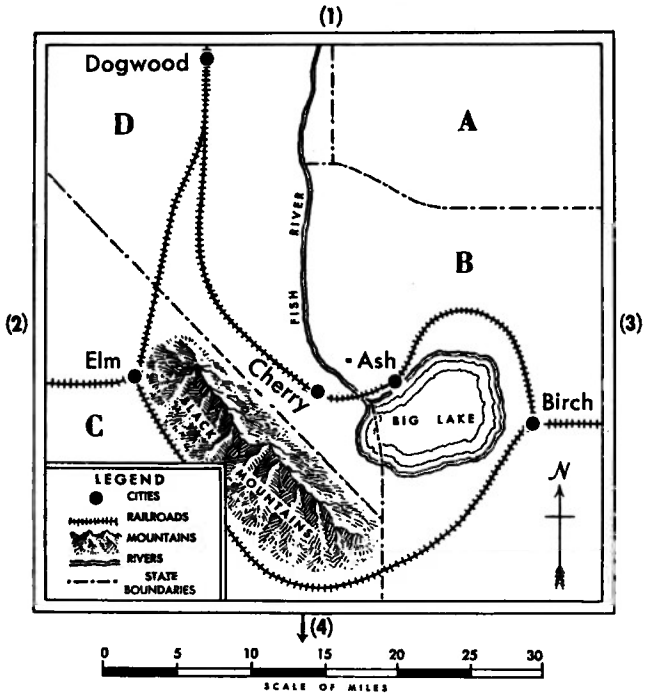
84. Mark the letter which shows on what page information about Great Britain's trade with the United States will be found.

[a] **403**
[b] **277**
[c] **151**
[d] **62** ____84

GO RIGHT ON TO THE NEXT PAGE

TEST 2—SECTION F (Continued)

✓ **The map below is of a make-believe country. It is made up of four states: A, B, C, and D. Study the map and mark the number or letter of the correct answers to questions 85 through 90.**



85. In what state are there mountains?

[1] **A**
[2] **B**
[3] **C**
[4] **D** ____85

86. How far is it from Dogwood to Cherry?

[a] **10 miles**
[b] **25 miles**
[c] **50 miles**
[d] **5 miles** ____86

87. What city is on a lake?

[1] **Ash**
[2] **Elm**
[3] **Cherry**
[4] **Dogwood** ____87

88. There is a number on each side of the map. In which direction does the arrow by number 4 point?

[1] **north**
[2] **east**
[3] **west**
[4] **south** ____88

89. What city is northwest of Ash?

[1] **Birch**
[2] **Cherry**
[3] **Elm**
[4] **Dogwood** ____89

90. Between what two states does a river form part of the boundary?

[1] **B and D**
[2] **A and B**
[3] **B and C**
[4] **A and C** ____90

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 2 — Sec. F Score (number right)_____

TEST 2—SECTION G

✓ **Read this story:**

The polar bear is the king of the frozen north. The white coat of the polar bear is so similar to his surroundings that it is a great help to him in his hunting and in protecting him from danger.

The polar bear's feet are heavily covered with hair. His vision is very good and he has a sharp sense of smell. He is the best swimmer of the bear family. Fish, seals, sea lions, and walruses furnish most of his food.

During the winter the female bear buries herself in the snow and there the young are born. The cubs weigh not more than two pounds and are only ten inches long. When fully grown they weigh about 1600 pounds and stand nine feet tall. These bears live about forty years.

The polar bear is hunted by Eskimos, who eat the flesh, use the bones for tools, and make the skin into rugs and garments.

✓ **Mark as you have been told the number or letter of each correct answer. You may look back to find the answers.**

91. The best title for the above story is

1 "Wild Animals."
2 "The Polar Bear."
3 "The Frozen North."
4 "Friend of the Eskimo." ——91

92. A polar bear's feet, with their heavy covering of hair, are especially useful when he moves around

1 on the sandy beaches.
2 on the rocky ground.
3 on the ice and snow.
4 on the sharp stones. ——92

93. For food, polar bears hunt for

1 fish and seals.
2 plants.
3 honey.
4 birds. ——93

94. At birth, the polar bear cubs weigh

a about two pounds.
b about 1600 pounds.
c about two ounces.
d about ten pounds. ——94

95. Polar bears live about

1 four years.
2 forty years.
3 nine years.
4 twenty years. ——95

96. The polar bear's sense of smell is important because

1 of the wild flowers.
2 he can't see well.
3 he is so big.
4 he uses it in hunting. ——96

97. Of the bear family, the polar bear is the

1 strongest.
2 gentlest.
3 smallest.
4 best swimmer. ——97

98. A polar bear's home is in the

1 cold regions.
2 forests.
3 deserts.
4 villages. ——98

GO RIGHT ON TO THE NEXT PAGE

TEST 2—SECTION G (Continued)

✓ **Read this story:**

The largest country in North America is Canada. It makes up the northern half of the continent.

Canada has an irregular coastline with many fine harbors. It is lacking in large ports because most of the harbors are icebound in the winter. This is a serious handicap to the development of trade.

The western shores of Canada are washed by the Pacific Ocean, the eastern shores by the Atlantic Ocean, and the northern shores by the Arctic Ocean.

Canada is rich in mineral wealth and natural resources, but the population is still small. During the warm summer season, important agricultural products are grown, the chief of which is wheat.

There are vast areas of valuable forest on the mountains to the west. The many fur-bearing animals that inhabit these areas are a source of large revenue. Most of the rivers and streams of Canada have waterfalls and rapids which give unlimited possibilities for the development of power. Many discoveries have been made of rich deposits of oil, iron ore, and uranium.

✓ **Mark the number of each correct answer. You may look back to find the answers.**

99. The above story is about

[1] **North America.**
[2] **Canada.**
[3] **large countries.**
[4] **continents.** ____ 99

100. Canada is in the

[1] **eastern part of North America.**
[2] **southern part of North America.**
[3] **western part of North America.**
[4] **northern part of North America.** ____100

101. The coastline of Canada is

[1] **very smooth.**
[2] **rugged.**
[3] **irregular.**
[4] **regular.** ____101

102. Canada is bounded on the east by the

[1] **Pacific Ocean.**
[2] **Atlantic Ocean.**
[3] **United States.**
[4] **Arctic Ocean.** ____102

103. Canada has

[1] **few natural resources.**
[2] **many large ports.**
[3] **fine harbors.**
[4] **very little water.** ____103

104. A serious handicap for Canadian growth is

[1] **overproduction.**
[2] **icebound harbors.**
[3] **a lack of streams.**
[4] **no shore line.** ____104

105. Choose the best statement:

[1] **Canada has few natural resources.**
[2] **Growing cotton is profitable in Canada.**
[3] **Canada has many unsettled areas.**
[4] **Canada is a landlocked area.** ____105

106. One of the major industries of Canada is

[1] **glass blowing.**
[2] **citrus growing.**
[3] **textiles.**
[4] **mining.** ____106

GO RIGHT ON TO THE NEXT PAGE

TEST 2—SECTION G (Continued)

✓ **Read this story:**

Asphalt is a semisolid, sticky material formed by partial evaporation of certain crude oils in the earth. Brown to black in color, it can also be obtained as a by-product in the treatment of certain petroleums and of coal tar. It is insoluble in water but will dissolve in gasoline.

Asphalt is found principally on the island of Trinidad and in northeastern Venezuela.

The famous asphalt lake of Trinidad is filled with a thick liquid pitch which comes from underground sources. This substance hardens quickly on the surface when exposed to air. No matter how many great slabs of asphalt are removed, it is renewed from below in just a few hours. The surface of the lake is hard enough to support a narrow-gauge railroad for transporting the large cakes of asphalt from the lake.

A larger but shallower deposit of asphalt is found at Bermudez Lake in Venezuela. This asphalt is softer than that found in Trinidad and contains less mineral material. Practically all native asphalt is too hard for direct use and must be heated until the water and gases are driven off and then mixed with crude oil.

Some of the asphalt from these lakes is shipped to our country for use in road making, roofing, waterproofing, and in other ways. Asphalt has been used for paving since the days of the Babylonians, who paved their chariot roads with it.

✓ **Mark the number or letter of each correct answer. You may look back to find the answers.**

107. The best title for this story is

1 **"Babylonians."**
2 **"Trinidad and Venezuela."**
3 **"Uses of Asphalt."**
4 **"Production of Asphalt."** ____107

108. Asphalt is obtained in nature from

1 **asphalt mines.**
2 **asphalt lakes.**
3 **asphalt trees.**
4 **minerals.** ____108

109. In addition to road making, asphalt is used for

1 **making paper.**
2 **making rubber.**
3 **producing petroleum.**
4 **roofing.** ____109

110. Asphalt is

a **a semisolid.**
b **a liquid.**
c **a solid.**
d **an oil.** ____110

111. Asphalt has been used

1 **only in modern times.**
2 **primarily for making medicines.**
3 **only for roads.**
4 **for thousands of years.** ____111

GO RIGHT ON TO THE NEXT PAGE

TEST 2—SECTION G (Continued)

✓ **Read the eight titles below. You are to select the one that would make the best title for each of the five paragraphs of the story. You may look back to find the answers.**

TITLES

1. Trinidad Island Sources
2. Location of Asphalt
3. Underground Sources
4. The Make-up of Asphalt
5. Asphalt in Venezuela
6. Removal of Asphalt
7. Uses of Asphalt
8. Road Making

112. The best title for the first paragraph is number
2. 3. 4. 5. ——112

113. The best title for the second paragraph is number
1. 2. 3. 4. ——113

114. The best title for the third paragraph is number
1. 2. 3. 4. ——114

115. The best title for the fourth paragraph is number
3. 4. 5. 6. ——115

116. The best title for the fifth paragraph is number
5. 6. 7. 8. ——116

The following things are mentioned in the story:

Removing the slabs
Transporting the large cakes
Use in road making
Hardening of the pitch

The order in which the above things are mentioned in the story is as follows:

117. Removing the slabs was
1st. 2nd. 3rd. 4th. ——117

118. Transporting the large cakes was
1st. 2nd. 3rd. 4th. ——118

119. Use in road making was
1st. 2nd. 3rd. 4th. ——119

120. Hardening of the pitch was
1st. 2nd. 3rd. 4th. ——120

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 2 — Sec. G Score (number right).....

Arithmetic

INSTRUCTIONS TO PUPILS:

This is an arithmetic test. In taking it you will show how well you can think and work problems. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes.

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

TEST 3—SECTION A

Do not write, mark, or figure on this test booklet unless told to do so by the examiner.

DIRECTIONS: Decide how each of the amounts below should be written as a number. Then mark as you are told the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, mark the letter, e. In taking this test you should finish the first column before going on to the second. Look at the samples to the right and see how they are marked.

Sample A: Twelve

a 10
b 12
c 11
d 2
e None

Correct Answer Sheet Mark

A a b c d e

Correct Test Booklet Mark

b A

Sample B: Twenty

a 22
b 200
c 2
d 21
e None

Correct Answer Sheet Mark

B a b c d e

Correct Test Booklet Mark

e B

1. Twenty-six
   a 62
   b .026
   c 26
   d 260
   e None (1)

2. One hundred eleven
   a 100,11
   b 1101
   c 1011
   d 111,00
   e None (2)

3. Six hundred thirty-seven
   a 637
   b 600,37
   c 6037
   d 637,00
   e None (3)

4. Two hundred six
   a 200,6
   b 2600
   c 206
   d 206,0
   e None (4)

5. Three thousand five
   a 3000,5
   b 3,5000
   c 305
   d 3005
   e None (5)

6. Three dollars and three cents
   a $3.3¢
   b $3.03
   c $3.3
   d 3.03
   e None (6)

7. Sixty dollars and eight cents
   a 60.08
   b $60.8
   c $60.8¢
   d $60.08
   e None (7)

✓ **Read these Roman numerals. Then mark as you have been told the letter of each correct answer.**

8. VII means
   a 3
   b 7
   c 6
   d 5
   e None (8)

9. XV means
   a 20
   b 19
   c 15
   d 25
   e None (9)

10. C means
    a 100
    b 200
    c 300
    d 500
    e None (10)

✓ **Find the smallest number, marked a, b, c, or d, in each of the following rows. Then mark its letter.**

11. a 321 b 226 c 128 d 190 ____11

12. a $\frac{1}{3}$ b $\frac{2}{5}$ c $\frac{1}{2}$ d $\frac{4}{5}$ ____12

13. a 121 b 12.67 c 2.0426 d 14.20 ____13

14. a 65 b $\frac{2}{3}$ c $71\frac{1}{2}$ d $\frac{5}{6}$ ____14

15. a $\frac{1}{3}$ b $\frac{5}{6}$ c 25% d $\frac{1}{2}$ ____15

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 3 — Sec. A Score (number right) .....

TEST 3—SECTION B

DIRECTIONS: Mark the letter or number of each correct answer. If you do not know an answer, or if you think that none of the answers given is correct, you should mark the letter, e (items 16-19), or the number, 5 (items 20-30). Finish the first column before going on to the second. Remember to do your figuring on scratch paper if you are marking your answers on an answer sheet.

16. $5 \times 6 =$
a 11
b 30
c $\frac{5}{6}$
d $\frac{6}{5}$
e None (16)

17. $15 + 5 =$
a 0
b 1
c 18
d 36
e None (17)

18. $20 - 4 =$
a 5
b $\frac{1}{5}$
c 80
d 16
e None (18)

19. $8 \div 2 =$
a 4
b 16
c $\frac{1}{4}$
d 6
e None (19)

20. — means
1 add
2 subtract
3 multiply
4 divide
5 None (20)

21. + means
1 add
2 subtract
3 multiply
4 divide
5 None (21)

22. × means
1 add
2 subtract
3 multiply
4 divide
5 None (22)

23. ÷ means
1 add
2 subtract
3 multiply
4 divide
5 None (23)

24. sec. means
1 foot
2 second
3 part
4 ratio
5 None (24)

25. ¢ means
1 dollar
2 quarter
3 dime
4 nickel
5 None (25)

26. % means
1 per cent
2 root
3 inch
4 ratio
5 None (26)

27. oz. means
1 hour
2 inch
3 ounce
4 root
5 None (27)

28. ° means
1 foot
2 pi
3 degree
4 part
5 None (28)

29. ′ means
1 angle
2 at
3 degree
4 foot
5 None (29)

30. $\sqrt{\ }$ means
1 care of
2 less than
3 square root
4 right angle
5 None (30)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 3 — Sec. B Score
(number right).....

TEST 3—SECTION C

DIRECTIONS: Work these problems. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Remember to do your figuring on scratch paper if you are marking your answers on an answer sheet.

31. Mary has 2 dolls. Her sister has 4 dolls. How many dolls do they have together?

a 2
b 6
c 8
d 3
e None

(31) ____

32. A farmer had 14 cows. He sold 4 of them. How many cows did he have left?

a 18
b 4
c 9
d 56
e None

(32) ____

33. Ted solved 4 problems. Sam solved 3 times as many. How many problems did Sam solve?

a 12
b 7
c 3
d 5
e None

(33) ____

34. Martha is going to set out 30 plants in 5 equal rows. How many plants will there be in each row?

a 30
b 12
c 150
d 6
e None

(34) ____

35. Frank bought 10 marbles and his sister gave him 6 more. He gave away 4 of the marbles. How many did he have left?

a 10
b 12
c 20
d 0
e None

(35) ____

36. A room had 10 rows of chairs with 5 chairs in each row. Four chairs were taken out of the room. How many remained?

a 46
b 15
c 50
d 14
e None

(36) ____

37. Tom had 70 marbles and lost 10. He divided those remaining evenly among his 3 brothers. How many marbles did each receive?

a 60
b 20
c 40
d 10
e None

(37) ____

GO RIGHT ON TO THE NEXT PAGE

38. Bob paid \$2.25 for a new tire, 75 cents for a seat, and 50 cents for paint. He had \$4.00 to repair his bicycle. How much did he have left?

a \$3.50
b 25¢
c 50¢
d \$1.00
e None

(38)

39. On a map, $\frac{1}{2}$ inch is used to represent 10 miles. The distance between 2 cities on the map is 3 inches. How many miles are they apart?

a 15
b 20
c 30
d 60
e None

(39)

40. Ethel weighs 82 pounds, Marie weighs 68 pounds, and Edna weighs 60 pounds. What is their average weight in pounds?

a 69
b $72\frac{1}{2}$
c 68
d 70
e None

(40)

41. How many square inches are there in a piece of glass 15 inches wide and 20 inches long?

a 35
b 200
c 300
d 150
e None

(41)

42. At a candy sale, two thirds of the class brought fudge to school. There were 33 pupils in the class. How many pupils brought fudge?

a 22
b 21
c 11
d 16
e None

(42)

43. How many one-inch ice cubes can a tray 3 inches wide, 2 inches deep, and 12 inches long hold?

a 24
b 17
c 36
d 72
e None

(43)

44. Our team has played 12 games and lost 3 of them. What per cent of the games did we lose?

a 25
b $33\frac{1}{3}$
c 50
d $\frac{1}{4}$
e None

(44)

45. A man received 6 per cent interest on a loan of \$400 for 1 year. How much interest did he receive?

a \$40.00
b \$2.40
c \$24.00
d \$48.00
e None

(45)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 3 — Sec. C Score (number right) .....

TEST 4—SECTION D

DIRECTIONS: Do these problems in addition. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms. Remember to do your figuring on scratch paper if you are marking your answers on an answer sheet.

(46)
$$\begin{array}{r} 52 \\ +34 \\ \hline \end{array}$$
a 88
b 86
c 18
d 76
e None ____ (46)

(47)
$$\begin{array}{r} 50 \\ +46 \\ \hline \end{array}$$
a 116
b 16
c 96
d 960
e None ____ (47)

(48)
$$\begin{array}{r} 508 \\ +430 \\ \hline \end{array}$$
a 938
b 1038
c 78
d 878
e None ____ (48)

(49)
$$\begin{array}{r} 47 \\ +\ 4 \\ \hline \end{array}$$
a $10\frac{1}{4}$
b 188
c 43
d 51
e None ____ (49)

(50)
$$\begin{array}{r} 38 \\ +29 \\ \hline \end{array}$$
a 517
b 67
c 9
d 57
e None ____ (50)

(51)
$$\begin{array}{r} 245 \\ +179 \\ \hline \end{array}$$
a 555
b 56464
c 654
d 564
e None ____ (51)

(52)
$$\begin{array}{r} 2317 \\ 6894 \\ 5134 \\ +6020 \\ \hline \end{array}$$
a 19255
b 20355
c 19365
d 20365
e None ____ (52)

(53)
$$\begin{array}{r} \$43.57 \\ 6.89 \\ .62 \\ +\ 7.15 \\ \hline \end{array}$$
a $52.33
b $53.32
c $58.23
d $52.32
e None ____ (53)

(54)
$\$10.00 + \$.50 + \$2 + \$1.50 =$
a $12.02
b $14.00
c $21.20
d $2.12
e None ____ (54)

(55)
$$\begin{array}{r} \frac{1}{2} \\ +\frac{1}{2} \\ \hline \end{array}$$
a 0
b $\frac{1}{4}$
c 24
d 1
e None ____ (55)

(56)
$$\begin{array}{r} \frac{1}{2} \\ +\frac{1}{4} \\ \hline \end{array}$$
a $\frac{1}{6}$
b $\frac{1}{8}$
c $\frac{3}{4}$
d $\frac{1}{3}$
e None ____ (56)

(57)
$$\begin{array}{r} 12 \\ +\ 2\frac{3}{4} \\ \hline \end{array}$$
a $14\frac{3}{4}$
b $122\frac{3}{4}$
c $9\frac{1}{4}$
d $5\frac{3}{4}$
e None ____ (57)

(58)
$$\begin{array}{r} \frac{2}{3} \\ +3\frac{1}{6} \\ \hline \end{array}$$
a $3\frac{5}{8}$
b $3\frac{5}{6}$
c $3\frac{7}{8}$
d $3\frac{3}{4}$
e None ____ (58)

(59)
$$\begin{array}{r} 12\frac{1}{4} \\ +\ 3\frac{1}{3} \\ \hline \end{array}$$
a $15\frac{7}{12}$
b $6\frac{7}{12}$
c $15\frac{2}{7}$
d $15\frac{1}{6}$
e None ____ (59)

(60)
$$\begin{array}{r} 5\frac{3}{4} \\ +3\frac{2}{3} \\ \hline \end{array}$$
a $9\frac{1}{2}$
b $8\frac{5}{12}$
c $8\frac{5}{7}$
d $9\frac{5}{12}$
e None ____ (60)

(61)
$$\begin{array}{r} 32\frac{3}{4} \\ 21\frac{2}{3} \\ +15\frac{1}{2} \\ \hline \end{array}$$
a $69\frac{2}{3}$
b $70\frac{1}{3}$
c $69\frac{11}{12}$
d $71\frac{11}{12}$
e None ____ (61)

(62)
$2\frac{1}{2} + 8.25 =$
a $10\frac{1}{2}$ .25
b 11
c $8.27\frac{1}{2}$
d 10.75
e None ____ (62)

(63)
$.05 + .364 + .3409 =$
a .3369
b .7549
c .9749
d .7449
e None ____ (63)

(64)
$32.4 + 2.53 + .0627 + 4 =$
a 1207
b 1604
c 38.9927
d 39.0927
e None ____ (64)

(65)
$$\begin{array}{r} 1 \text{ yd. } 2 \text{ ft.} \\ +2 \text{ yd. } 2 \text{ ft.} \\ \hline \end{array}$$
a 4 yd. 1 ft.
b 3 yd. 1 ft.
c 4 yd.
d 3 yd. 2 ft.
e None ____ (65)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 4 — Sec. D Score (number right) .....

TEST 4—SECTION E

DIRECTIONS: Do these problems in subtraction. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms.

(66)
$$\begin{array}{r} 38 \\ -25 \\ \hline \end{array}$$
a 63
b 3
c 13
d 950
e None
(66)

(67)
$$\begin{array}{r} 45 \\ -\ 3 \\ \hline \end{array}$$
a 32
b 2
c 48
d 42
e None
(67)

(68)
$$\begin{array}{r} 398 \\ -203 \\ \hline \end{array}$$
a 195
b 601
c 95
d 185
e None
(68)

(69)
$$\begin{array}{r} 590 \\ -130 \\ \hline \end{array}$$
a 4600
b 460
c 620
d 660
e None
(69)

(70)
$$\begin{array}{r} 73 \\ -29 \\ \hline \end{array}$$
a 102
b 44
c 54
d 96
e None
(70)

(71)
$$\begin{array}{r} 335 \\ -276 \\ \hline \end{array}$$
a 198
b 530
c 188
d 278
e None
(71)

(72)
$$\begin{array}{r} 6805 \\ -2438 \\ \hline \end{array}$$
a 4467
b 4267
c 4367
d 4377
e None
(72)

(73)
$$\begin{array}{r} \$15.00 \\ -\ \ 1.75 \\ \hline \end{array}$$
a $14.35
b.$13.35
c $14.25
d $13.25
e None
(73)

(74) $\$74 - \$13.75 =$
a $87.75
b $60.25
c $87.25
d $60.75
e None
(74)

(75)
$$\begin{array}{r} \frac{1}{6} \\ -\frac{1}{6} \\ \hline \end{array}$$
a 0
b $\frac{1}{2}$
c $\frac{1}{3}$
d 2
e None
(75)

(76)
$$\begin{array}{r} \frac{3}{5} \\ -\frac{1}{5} \\ \hline \end{array}$$
a $\frac{4}{5}$
b $\frac{1}{5}$
c $\frac{2}{5}$
d 2
e None
(76)

(77)
$$\begin{array}{r} \frac{5}{6} \\ -\frac{1}{3} \\ \hline \end{array}$$
a $\frac{4}{3}$
b $\frac{2}{9}$
c $1\frac{1}{3}$
d $\frac{1}{2}$
e None
(77)

(78)
$$\begin{array}{r} \frac{2}{3} \\ -\frac{1}{4} \\ \hline \end{array}$$
a $\frac{1}{3}$
b $\frac{1}{4}$
c $\frac{5}{12}$
d $\frac{1}{12}$
e None
(78)

(79)
$$\begin{array}{r} 7\frac{4}{5} \\ -6 \\ \hline \end{array}$$
a $1\frac{1}{5}$
b $\frac{4}{5}$
c $13\frac{4}{5}$
d $1\frac{4}{5}$
e None
(79)

(80)
$$\begin{array}{r} 8 \\ -4\frac{1}{3} \\ \hline \end{array}$$
a $3\frac{2}{3}$
b $12\frac{1}{3}$
c $4\frac{1}{3}$
d $\frac{3}{8}$
e None
(80)

(81)
$$\begin{array}{r} 46\frac{2}{5} \\ -14\frac{4}{5} \\ \hline \end{array}$$
a $32\frac{2}{5}$
b $31\frac{3}{5}$
c $32\frac{3}{5}$
d $32\frac{4}{5}$
e None
(81)

(82) $40.7 - 6\frac{1}{2} =$
a 34.2
b $40.1\frac{1}{2}$
c $40\frac{1}{2}$
d $34.7\frac{1}{2}$
e None
(82)

(83) $86.350 - 24.15 =$
a 83.935
b 62.100
c 62.2
d 62.22
e None
(83)

(84) $56.08 - 6.0265 =$
a 50.535
b 50.5035
c 50.0535
d 50.0553
e None
(84)

(85)
$$\begin{array}{r} 4 \text{ ft. } 5 \text{ in.} \\ -2 \text{ ft. } 10 \text{ in.} \\ \hline \end{array}$$
a 2 ft. 5 in.
b 1 ft. 7 in.
c 1 ft. 5 in.
d 2 ft. 7 in.
e None
(85)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 4 — Sec. E Score (number right).....

TEST 4—SECTION F

DIRECTIONS: Do these problems in multiplication. Then mark the letter of each correct answer. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms.

(86)

$$\begin{array}{r} 234 \\ \times\ \ 2 \\ \hline \end{array}$$

a 478
b 236
c 468
d 462
e None

(86)

(87)

$$\begin{array}{r} 200 \\ \times\ \ 4 \\ \hline \end{array}$$

a 204
b 600
c 196
d 800
e None

(87)

(88)

$$\begin{array}{r} 51 \\ \times\ 7 \\ \hline \end{array}$$

a 357
b 44
c 58
d 42
e None

(88)

(89)

$$\begin{array}{r} 15 \\ \times\ \ 5 \\ \hline \end{array}$$

a 525
b 20
c 75
d 65
e None

(89)

(90)

$$\begin{array}{r} 805 \\ \times\ \ 9 \\ \hline \end{array}$$

a 72045
b 7245
c 814
d 796
e None

(90)

(91)

$$\begin{array}{r} 479 \\ \times\ 32 \\ \hline \end{array}$$

a 15328
b 5382
c 511
d 17418
e None

(91)

(92)

$$\begin{array}{r} 489 \\ \times\ 40 \\ \hline \end{array}$$

a 529
b 19560
c 1956
d 18460
e None

(92)

(93)

$$\begin{array}{r} 400 \\ \times 200 \\ \hline \end{array}$$

a 8000
b 6000
c 80000
d 800
e None

(93)

(94)

$$\begin{array}{r} 2036 \\ \times\ 308 \\ \hline \end{array}$$

a 627088
b 2344
c 1728
d 11090
e None

(94)

(95) $4 \times \frac{1}{2} =$

a $\frac{1}{2}$
b $\frac{1}{8}$
c $4\frac{1}{2}$
d 2
e None

(95)

(96) $\frac{1}{3} \times \frac{1}{3} =$

a $\frac{1}{6}$
b $\frac{1}{9}$
c $\frac{2}{3}$
d 3
e None

(96)

(97) $\frac{1}{4} \times \frac{4}{5} =$

a $\frac{4}{9}$
b $\frac{1}{4}$
c $\frac{1}{5}$
d $\frac{3}{10}$
e None

(97)

(98) $\frac{2}{5} \times \frac{5}{8} =$

a $\frac{7}{40}$
b $\frac{7}{13}$
c $\frac{1}{5}$
d $\frac{1}{4}$
e None

(98)

(99) $6 \times 2\frac{1}{3} =$

a $4\frac{1}{3}$
b $12\frac{1}{3}$
c 14
d 15
e None

(99)

(100) $6\frac{1}{5} \times \frac{3}{4} =$

a $\frac{6}{29}$
b $6\frac{3}{20}$
c $26\frac{2}{15}$
d $4\frac{13}{20}$
e None

(100)

(101) $4\frac{1}{3} \times 5\frac{5}{6} =$

a 25.07
b $25\frac{5}{18}$
c 21.25
d $21\frac{5}{6}$
e None

(101)

(102)

$$\begin{array}{r} 58\frac{3}{4} \\ \times 16 \\ \hline \end{array}$$

a 940
b $928\frac{3}{4}$
c 948
d 418
e None

(102)

(103)

$$\begin{array}{r} 285.7 \\ \times\ \ 3 \\ \hline \end{array}$$

a 8571
b 286.0
c 285.73
d 857.1
e None

(103)

(104)

$$\begin{array}{r} 63.27 \\ \times .0025 \\ \hline \end{array}$$

a 63.52
b .158175
c 15.8175
d 1581.75
e None

(104)

(105)

$$\begin{array}{r} 4\text{ ft. }\ 7\text{ in.} \\ \times\ \ \ 3 \\ \hline \end{array}$$

a 13 ft. 9 in.
b 13 ft. 6 in.
c 12 ft. 7 in.
d 3 ft. 9 in.
e None

(105)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 4 — Sec. F Score (number right).....

TEST 4—SECTION G

DIRECTIONS: Do these problems in division. Then mark the letter of each correct answer. Finish each column before going on to the next. Be sure to express remainders as fractions and reduce fractions to lowest terms.

(106) $6\overline{)12}$

a 6
b 2
c 72
d $\frac{1}{2}$
e None

(106)

(107) $9\overline{)45}$

a 5
b 4
c 6
d 9
e None

(107)

(108) $6\overline{)60}$

a 1
b $\frac{1}{10}$
c 6
d 10
e None

(108)

(109) $9\overline{)459}$

a 501
b 510
c 51
d 50.9
e None

(109)

(110) $6\overline{)198}$

a 303
b 330
c $116\frac{1}{3}$
d 33
e None

(110)

(111) $4\overline{)436}$

a 19
b 190
c 109
d 119
e None

(111)

(112) $40\overline{)440}$

a 11
b 1100
c $1\frac{1}{10}$
d 110
e None

(112)

(113) $33\overline{)6732}$

a 203
b 204
c 2004
d 1994
e None

(113)

(114) $400\overline{)8000}$

a 8400
b 200
c 20
d 2
e None

(114)

(115) $54\overline{)4892}$

a $9\frac{25}{27}$
b 9 +
c $89\frac{86}{54}$
d $90\frac{16}{27}$
e None

(115)

(116) $2 \div \frac{1}{2} =$

a 4
b $\frac{1}{4}$
c 2
d 1
e None

(116)

(117) $\frac{1}{2} \div 3 =$

a 6
b $\frac{2}{3}$
c $\frac{1}{6}$
d $\frac{5}{6}$
e None

(117)

(118) $7 \div \frac{2}{3} =$

a $4\frac{2}{3}$
b $10\frac{1}{2}$
c $\frac{2}{21}$
d $14\frac{1}{3}$
e None

(118)

(119) $\frac{3}{5} \div \frac{3}{5} =$

a $\frac{9}{25}$
b $\frac{3}{5}$
c $2\frac{7}{25}$
d 1
e None

(119)

(120) $\frac{4}{5} \div \frac{3}{10} =$

a $2\frac{2}{3}$
b $\frac{3}{5}$
c $\frac{7}{40}$
d $\frac{7}{15}$
e None

(120)

(121) $6\frac{2}{3} \div \frac{5}{6} =$

a $\frac{1}{8}$
b $18\frac{1}{3}$
c $7\frac{2}{10}$
d 8
e None

(121)

(122) $4\frac{2}{3} \div 2\frac{1}{4} =$

a $2\frac{2}{27}$
b $2\frac{27}{56}$
c $\frac{6}{63}$
d $10\frac{1}{2}$
e None

(122)

(123) $3\overline{)6\frac{1}{2}}$

a $2\frac{5}{6}$
b $21\frac{5}{6}$
c $20\frac{5}{6}$
d 21
e None

(123)

(124) $6\overline{)7.02}$

a 117
b 1.17
c .117
d 11.7
e None

(124)

(125) $.04\overline{).504}$

a 1260
b 12.6
c 1.26
d .126
e None

(125)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 4 — Sec. G Score
(number right) .....

Language

INSTRUCTIONS TO PUPILS:

This is a language test. In taking it you will show what you know about capitalization, punctuation, and words and sentences, and how well you can spell. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes.

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

TEST 5—SECTION A

DIRECTIONS: In each line of the sentences and story below, four words have a number above the first letter. If ONE of the letters should be a capital, mark its number. If none of the four letters should be a capital, mark N, which stands for None. Not more than one letter with a number over it should be a capital on any one line.

			Correct Test Booklet Mark	Correct Answer Sheet Mark
SAMPLE:	A.	1 2 3 4 The winner of the race was tom.	4 A	A 1 2 3 4 N
SAMPLE:	B.	1 2 3 4 He is one of my best friends.	N B	B 1 2 3 4 N

In Sample A, the "t" in "tom," which has a 4 above it, should be a capital. Notice how the 4 has been marked. In Sample B, none of the letters with numbers above them should be capitals, so the N has been marked.

SENTENCES

1. 1 2 3 4
winter has gone at last. ____ 1
2. 1 2 3 4
Is it raining in seattle? ____ 2
3. 1 2 3 4
The abbreviation for december is ____ 3
4. 1 2 3 4
known to be dec. ____ 4
5. 1 2 3 4
The man bought bill and ____ 5
6. 1 2 3 4
me some chocolate candy. ____ 6
7. 1 2 3 4
A week ago Mr. brown, my partner, ____ 7
8. 1 2 3 4
came home from india after a month's visit. ____ 8
9. 1 2 3 4
Last week i saw his ____ 9
10. 1 2 3 4
uncle Ned at the show. ____10

STORY

11. 1 2 3 4
yesterday my friend and I rode home on ____11
12. 1 2 3 4
the bus from summer camp near denver. We saw ____12
13. 1 2 3 4
a poster saying the circus would be on hill ____13

GO RIGHT ON TO THE NEXT PAGE

14. Street on the[1] 8th of[2] july[3] this year.[4] ____14

15. I[1] remembered that[2] uncle Tod[3] used to be[4] ____15

16. a[1] clown in a circus[2] when he[3] was young.[4] ____16

17. He told[1] me of the time[2] in florida[3] when another[4] ____17

18. clown[1] poured water in his hat,[2] and[3] i[4] laughed ____18

19. till[1] it hurt. My uncle[2] lives[3] near zion[4] Park now. ____19

20. He[1] would like to travel[2] across[3] the ocean[4] ____20

21. and see[1] circuses in italy[2] and other[3] countries.[4] ____21

22. my[1] friend[2] wants[3] to earn circus[4] passes ____22

23. like[1] bob, his[2] brother,[3] did by carrying[4] water ____23

24. to[1] the elephants.[2] He said,[3] "we're[4] strong ____24

25. enough[1] to do that[2] now. Don't[3] you[4] think so?" ____25

26. My[1] birthday is[2] on memorial[3] Day,[4] which ____26

27. is[1] already[2] past,[3] so i[4] am now eleven years old. ____27

28. My answer was,[1] "yes,[2] we are;[3] but[4] they say that ____28

29. the[1] man who does[2] magic in the[3] sideshow,[4] mr. ____29

30. jasper,[1] is[2] good. Maybe[3] we can get a[4] job with ____30

31. that[1] german[2] boss[3] putting up the[4] sideshow ____31

32. tent.[1] Besides, elephants[2] are[3] always[4] thirsty!" ____32

SENTENCES

33. Few[1] people[2] visit[3] the[4] cold ____33

34. Rocky[1] mountains[2] during[3] the winter[4] months. ____34

35. wheat,[1] oats,[2] and[3] corn[4] ____35

36. grow[1] in[2] beautiful[3] wisconsin.[4] ____36

37. He[1] said,[2] "you[3] may go[4] now." ____37

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 5 — Sec. A Score (number right)_____

TEST 5—SECTION B

DIRECTIONS: In the letter and story below, each line has a number, such as 38, 39, or 40. If a punctuation mark is needed where the number is, make a black mark within the pair of dotted lines under the punctuation mark needed. If no punctuation is needed, make a black mark under the N, which stands for None. Only one answer should be given for each line.

	Correct Test Booklet and Answer Sheet Mark				
	.	,	?	"	N
SAMPLE: C. Mary$_1$ will you come with us?	1				
SAMPLE: D. The bus$_2$ is leaving at ten o'clock.	2				

In Sample C, a comma is needed at 1 after the word "Mary," so a mark has been made under the comma in answer row 1. In Sample D, no punctuation mark is needed at 2, so the N has been marked in answer row 2. If you are using an answer sheet, do not mark on this page.

		.	,	?	"	N
225 Fourth Street						
Chicago$_{38}$ Illinois	38					
April 7$_{39}$ 1956	39					
Dear Bob$_{40}$	40					
I was very happy to get your letter$_{41}$	41					
How are you and your family these days$_{42}$	42					
I miss you and your brother a lot. Mother$_{43}$	43					
Dad, and I$_{44}$ are all fine, but Ruth has not	44					
been so lucky. She had to see Dr$_{45}$ Roberts	45					
because$_{46}$ she had a bad cold.	46					
He asked, $_{47}$Ruth, will you do something?"	47					
"Yes$_{48}$ I'll try," Ruth said. "What is it?"	48					
"Go home and take these pills$_{49}$" he said.	49					
"Then jump into bed and get lots of sleep.$_{50}$	50					
He told Mother$_{51}$ to read her an interesting	51					
book like $_{52}$*Treasure Island,* written by	52					

GO RIGHT ON TO THE NEXT PAGE

Robert L_{53} Stevenson. It is a very good book. 53

Have you read it_{54} I read it last summer. 54

Well, I guess I'd better say good-bye_{55} 55

I'll see you in about two weeks. Bob_{56} will 56

you be able to find me a nice picture post $card_{57}$ 57

Mail it from $Dallas_{58}$ Texas if you can. 58

Sincerely $yours_{59}$ 59

$Dave_{60}$ 60

STORY

Tom wanted a $bicycle_{61}$ to 61

ride to $school_{62}$ so he told his 62

uncle about it_{63} 63

Tom said to him, $_{64}$Uncle 64

Ed_{65} will you please buy me 65

a $bicycle_{66}$" 66

Uncle Ed $said_{67}$ "If I do 67

buy you a $bicycle_{68}$ will you 68

take good care of $it?_{69}$ 69

In $reply_{70}$ Tom said that 70

he would do so_{71} 71

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 5 — Sec. B Score (number right).....

TEST 5—SECTION C

DIRECTIONS: Mark the number of the correct or better word in each sentence below.

	Correct Test Booklet Mark	Correct Answer Sheet Mark
SAMPLE: E. She (1 ain't 2 isn't) as tall as Betty.	2 E	E 1 2

In Sample E, the word in the parentheses with the 2 by it, "isn't," is the better word. Notice how the 2 has been marked.

72. We saw (1 too 2 two) planes in the sky above us. ____72

73. We all (1 sung 2 sang) "Happy Birthday." ____73

74. Mother and (1 I 2 me) thought Daddy looked nice. ____74

75. (1 That there 2 That) boat is the fastest on the lake. ____75

76. Where (1 are 2 is) the carrots you grew? ____76

77. All gentlemen should remove (1 there 2 their) hats. ____77

78. Just look at how those roses have (1 grown 2 grew)! ____78

79. (1 We 2 Us) players were given a fine dinner. ____79

80. Father, (1 can 2 may) I help you today? ____80

81. It looked as if a child had (1 drawn 2 drew) it. ____81

82. This melon was the (1 best 2 better) of the lot. ____82

83. Mother has (1 took 2 taken) our coats to the cleaners. ____83

84. Both Pat and Mike (1 wants 2 want) a new wagon. ____84

85. We were (1 sitting 2 setting) on the lawn swing. ____85

86. We had already (1 given 2 gave) to the Red Cross. ____86

87. You should have (1 gone 2 went) to the circus. ____87

GO RIGHT ON TO THE NEXT PAGE

TEST 5—SECTION C (Continued)

88. The pirates found nothing but ([1]a [2]án) empty box. ____88

89. That house was the ([1]worse [2]worst) one we saw. ____89

90. Father says, "A ([1]mans' [2]man's) house is his castle." ____90

91. He was almost ([1]run [2]ran) over by that car. ____91

92. ([1]Haven't [2]Hasn't) your mother and your father seen you play? ____92

93. The teacher divided the chalk ([1]between [2]among) the five girls. ____93

94. ([1]He [2]Him) and I met a long time ago. ____94

95. The birds had ([1]flew [2]flown) south for the winter. ____95

96. I'm sorry, but Mother is ([1]laying [2]lying) down now. ____96

97. ([1]She [2]Her) and Anne are the tallest girls in the room. ____97

✓ **For each statement below that is a complete sentence, mark YES. For each that is not, mark NO.**

98. We have been trying to see him at his home. **YES NO** 98

99. When the bell began to ring. **YES NO** 99

100. The teacher dismissed the class. **YES NO** 100

101. Calling good-bye to his mother and running out the door. **YES NO** 101

102. The girl who was the smartest in the room. **YES NO** 102

103. Year by year the population of the West increased. **YES NO** 103

104. A man who is as handsome as my father. **YES NO** 104

105. Near the source of the river and by the waterfall. **YES NO** 105

106. Calling to his friends and watching the fire as it spread. **YES NO** 106

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 5 — Sec. C Score (number right).....

TEST 6

DIRECTIONS: Each line in this test contains four spelling words and the word, None. These words are numbered [1], [2], [3], [4], and the None is numbered [5]. In some of the lines, one word is misspelled. In others, no word is misspelled. If there is a misspelled word, mark its number. If no word is misspelled, mark the [5].

		Correct Test Booklet Mark	Correct Answer Sheet Mark
SAMPLE: F.	[1] now [2] just [3] come [4] ron [5] None	4 F	F 1 2 3 4 5
SAMPLE: G.	[1] go [2] see [3] do [4] may [5] None	5 G	G 1 2 3 4 5

107.	[1] built	[2] beeside	[3] also	[4] person	[5] None	107
108.	[1] always	[2] court	[3] fourth	[4] since	[5] None	108
109.	[1] pichure	[2] nose	[3] having	[4] fairy	[5] None	109
110.	[1] cart	[2] shineing	[3] wrap	[4] lame	[5] None	110
111.	[1] throw	[2] whole	[3] raise	[4] yuong	[5] None	111
112.	[1] gravy	[2] living	[3] iland	[4] appear	[5] None	112
113.	[1] human	[2] dooty	[3] rapid	[4] cities	[5] None	113
114.	[1] dollar	[2] sorry	[3] size	[4] chane	[5] None	114
115.	[1] doctor	[2] mixture	[3] chief	[4] together	[5] None	115
116.	[1] gentel	[2] stain	[3] merry	[4] weed	[5] None	116
117.	[1] quite	[2] secund	[3] walk	[4] rule	[5] None	117
118.	[1] prompt	[2] period	[3] serve	[4] espect	[5] None	118
119.	[1] forty	[2] village	[3] thuogh	[4] lemon	[5] None	119
120.	[1] many	[2] feild	[3] before	[4] order	[5] None	120
121.	[1] silk	[2] excuse	[3] driveing	[4] wrote	[5] None	121
122.	[1] mear	[2] witness	[3] debt	[4] quarrel	[5] None	122
123.	[1] empire	[2] enjoy	[3] degree	[4] alow	[5] None	123
124.	[1] screen	[2] timber	[3] dout	[4] losing	[5] None	124
125.	[1] written	[2] bakeing	[3] master	[4] worst	[5] None	125
126.	[1] sixty	[2] notice	[3] tablet	[4] whisle	[5] None	126
127.	[1] wire	[2] sore	[3] rabit	[4] path	[5] None	127
128.	[1] mouce	[2] often	[3] forgot	[4] yellow	[5] None	128
129.	[1] judgment	[2] orchestra	[3] referrence	[4] leopard	[5] None	129
130.	[1] woman	[2] somwhere	[3] gather	[4] pipe	[5] None	130
131.	[1] mileage	[2] willing	[3] poizon	[4] cement	[5] None	131
132.	[1] presume	[2] recal	[3] hinge	[4] partner	[5] None	132
133.	[1] perceive	[2] overdue	[3] recipe	[4] sanitory	[5] None	133
134.	[1] ballon	[2] toad	[3] fifteen	[4] penny	[5] None	134
135.	[1] meantime	[2] handfull	[3] persuade	[4] skiing	[5] None	135
136.	[1] attain	[2] conceive	[3] mutual	[4] sacrafice	[5] None	136

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Test 6 Score (number right) .....

(The quick brown fox just came over to greet the lazy poodle.)

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Grade Placement.....

Diagnostic Analysis of Learning Difficulties*

California Achievement Tests—Elementary Battery

1. Reading Vocabulary

A. MATHEMATICS

1-12	Basic vocabulary

B. SCIENCE

13-25	Basic vocabulary

C. SOCIAL SCIENCE

26-37	Basic vocabulary

D. GENERAL

38-50	Basic vocabulary

2. Reading Comprehension

E. FOLLOWING DIRECTIONS

51, 53, 56	Simple directions
52, 54, 61, 68	Direct choice
55, 58, 62, 64, 65, 66, 67	Involved choice
57, 59, 60, 63, 69, 70	Definitions and directions

F. REFERENCE SKILLS

71	Parts of book
72, 73, 74	Table of contents
75, 76, 77, 78, 79	Reading a graph
80, 81	Alphabetizing
82, 83, 84	Use of index
85, 86, 87, 88, 89, 90	Reading a map

G. INTERPRETATION OF MATERIAL

91, 99, 107	Topic or central idea
92, 96, 98, 105, 106, 108, 111	Inferences
93, 94, 95, 97, 100, 101, 102, 103, 104, 109, 110	Directly stated facts
112, 113, 114, 115, 116	Organization of topics
117, 118, 119, 120	Sequence of events

3. Arithmetic Reasoning

A. MEANINGS

1, 2, 3, 4, 5	Writing numbers
6, 7	Writing money
8, 9, 10	Roman numerals
11	Whole numbers
12, 13, 14, 15	Fractions, decimals, per cent

B. SIGNS AND SYMBOLS

16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 28, 29, 30	Signs and symbols
24, 27	Abbreviations

C. PROBLEMS

31, 32, 33, 34	One-step
35, 36, 37, 38, 40	Two-step
34, 36, 37, 40	Sharing and averaging
41, 43	Square and cubic measure
42	Fraction
44, 45	Percentage
39	Ratio

4. Arithmetic Fundamentals

D. ADDITION

46, 47, 48	Simple combinations
47, 48	Zeros
49	Higher decades
50, 51	Carrying
52, 53	Column addition
53, 54	Adding money
55	Adding numerators
56, 58, 59, 60, 61	Common denominators
57, 58, 59, 60, 61	Adding mixed numbers
62	Fractions and decimals
63, 64	Writing decimals
65	Denominate numbers

E. SUBTRACTION

66, 67, 68, 69	Simple combinations
70, 71, 72	Borrowing
68, 69, 72	Zeros
73, 74	Subtracting money
75, 76	Subtracting numerators
77, 78	Common denominators
79, 80, 81	Mixed numbers
82	Fractions from decimals
83, 84	Writing decimals
85	Denominate numbers

F. MULTIPLICATION

86, 87, 88, 89, 90, 91, 92, 93, 94	Tables
87, 90, 93	Zeros in multiplicand
92, 93, 94	Zeros in multiplier
91, 92, 93, 94	Two- and three-place multipliers
95, 96	Multiplying with fractions
97, 98	Cancellation, fractions
99, 100, 101, 102	Mixed numbers
103, 104	Pointing off decimals
105	Denominate numbers

G. DIVISION

106, 107, 108, 109, 110, 111, 112, 113, 114	Tables
108, 111, 114	Zeros in quotient
115	Remainders
116, 117, 118, 119, 120, 121	Inverting divisors
121, 122, 123	Mixed numbers
124, 125	Pointing off decimals

5. Mechanics of English

A. CAPITALIZATION

1, 11, 22, 35	First words of sentences
2, 8, 12, 13, 17, 19, 21, 34, 36	Names of places
3, 4, 14	Months
5, 7, 23, 30	Names of persons
9, 18, 27	Pronoun "I"
10, 15, 29	Titles of persons
24, 28, 37	First words of quotations
26	Special day
31	Nationality
6, 16, 20, 25, 32, 33	Over-capitalization

B. PUNCTUATION

38, 39, 40, 43, 48, 49, 56, 58, 59, 62, 65, 67, 68, 70	Commas
41, 45, 53, 55, 63, 71	Periods
42, 54, 57, 66	Question marks
47, 50, 64, 69	Quotation marks
44, 46, 51, 52, 60, 61	Over-punctuation

C. WORD USAGE

72, 75, 77, 80, 82, 85, 88, 89, 90, 93, 96	Good usage
73, 78, 81, 83, 86, 87, 91, 95	Tense
74, 79, 94, 97	Case
76, 84, 92	Number
98-106	Recognizing sentences

6. Spelling (107-136) See profile

HANDWRITING See profile

* Consult Part 2 of the manual for uses.

California Achievement Tests

Elementary • GRADES 4-5-6 • Form W

REVISED BY ERNEST W. TIEGS AND WILLIS W. CLARK

Name ..... (Circle one) Boy Girl
Last First Middle

School ..... City ..... Grade .....

Teacher or Examiner ..... Date of Test ..... Month Day Year

(.....) Pupil's Age ..... Date of Birth ..... Month Day Year

See MANUAL for instructions.

TEST	SECTION	POSSIBLE SCORE	PUPIL'S SCORE
1. READING VOCABULARY	A. Mathematics	12	
	B. Science	13	
	C. Social Science	12	
	D. General	13	
	TOTAL (A+B+C+D)	50	
2. READING COMPREHENSION	E. Following Directions	20	
	F. Reference Skills	20	
	G. Interpretations	30	
	TOTAL (E+F+G)	70	
	READING GRADE PLACEMENT		
3. ARITHMETIC REASONING	A. Meanings	15	
	B. Signs and Symbols	15	
	C. Problems	15	
	TOTAL (A+B+C)	45	
4. ARITHMETIC FUNDAMENTALS	D. Addition	20	
	E. Subtraction	20	
	F. Multiplication	20	
	G. Division	20	
	TOTAL (D+E+F+G)	80	
	ARITHMETIC GRADE PLACEMENT		
5. MECHANICS OF ENGLISH	A. Capitalization	37	
	B. Punctuation	34	
	C. Word Usage	35	
	TOTAL (A+B+C)	106	
6. SPELLING	TOTAL SPELLING	30	
	LANGUAGE GRADE PLACEMENT		
	Handwriting		
	BATTERY GRADE PLACEMENT		
	CHRONOLOGICAL AGE GR. PL.		
	ACTUAL GRADE PLACEMENT		
	INTELL. (M.A.) GRADE PLACE.		

Grade Placement

Percentile Rank

DIAGNOSTIC PROFILE* (Chart Pupil's Scores Here)

Grade Placement

2.0 3.0 4.0 5.0 6.0 7.0 8.0 9.0 †

Grade Placement

*For an interpretation of green area within Profile, see discussion on Articulation in Part 4 of Manual.

†Column designed for recording Expected Grade Placements, Anticipate Grade Placements, School or Class Averages, etc. See Part 2 of Manua

PUBLISHED BY CALIFORNIA TEST BUREAU – 5916 HOLLYWOOD BOULEVARD – LOS ANGELES 28 CALIFORNIA – BRANCH OFFICES: NEW CUMBERLAND, PA.; MADISON, WIS.; DALLAS, TEXAS – COPYRIGH

Elementary • GRADES 4-5-6-7-8 • form AA

California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

Do not write or mark on this booklet unless told to do so by the examiner.

E

Name..... Grade..... (CIRCLE ONE) Boy Girl
Last First Middle

School..... City..... Date of Test.....
Month Day Year

Examiner..... (.....) Pupil's Age..... Date of Birth.....
Month Day Year

INSTRUCTIONS TO PUPILS:

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

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BRANCH OFFICES: NEW CUMBERLAND, PA.; MADISON, WIS.; DALLAS, TEXAS
9 8 7 6 5 4 3 2 1

INSTRUCTIONS TO PUPILS

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

You are to decide for each question whether the answer is YES or NO and mark it os you ore told. The following are two sample questians:

SAMPLES

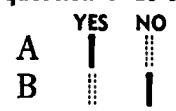
A. Do you have a dog at home? **YES NO**

B. Can you ride a bicycle? **YES NO**

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO to show your onswer. If you have o dog at home, you would mork under the YES for question A as shawn below. If you cannot ride o bicycle, you would mark under the NO for question B as shown below.



Remember, you mork under the word thot shows your onswer. Now find Samples A ond B an your answer sheet ond show your onswer for eoch by morking YES ar NO. Da it now. Find onswer row number 1 on your onswer sheet. Naw woit until the exominer tells you ta begin.

ON TEST BOOKLETS

Draw a circle oround the word YES or NO, whichever shows yaur answer. If yau have o dog at home, drow a circle around the word YES in Sample A abave; if not, draw a circle araund the word NO. Do it now.

If you con ride o bicycle, drow o circle around the word YES in Sample B obove; if not, drow a circle around the ward NO. Do it now.

Naw wait until the exominer tells you ta begin.

After the examiner tells you ta begin, ga right an from one poge ta onather until you hove finished the test or are told to stop. Work os fast as you con without moking mistakes. Now look at item 1 on poge 3. Reody, begin.

SECTION 1 A

1. Do you usually keep at your work until it is done? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. Do you help other boys and girls have a good time at parties? YES NO
4. Do you usually believe what other boys or girls tell you? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. When you have some free time, do you usually ask your parents or teacher what to do? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Can you often get boys and girls to do what you want them to? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. If you are a boy, do you talk to new girls? If you are a girl, do you talk to new boys ? YES NO
12. Would you rather plan your own work than to have someone else plan it for you? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 A
(number right) .....

SECTION 1 B

13. Do your friends generally think that your ideas are good? YES NO
14. Do people often do nice things for you? YES NO
15. Do you wish that your father (or mother) had a better job? YES NO
16. Are your friends and classmates usually interested in the things you do? YES NO
17. Do your classmates seem to think that you are not a good friend? YES NO
18. Do your friends and classmates often want to help you? YES NO
19. Are you sometimes cheated when you trade things? YES NO
20. Do your classmates and friends usually feel that they know more than you do? YES NO
21. Do your folks seem to think that you are doing well? YES NO
22. Can you do most of the things you try? YES NO
23. Do people often think that you cannot do things very well? YES NO
24. Do most of your friends and classmates think you are bright? YES NO

GO RIGHT ON TO THE NEXT PAGE

Section 1 B
(number right) .....

SECTION 1 C

25. Do you feel that your folks boss you too much? YES NO

26. Are you allowed enough time to play? YES NO

27. May you usually bring your friends home when you want to? YES NO

28. Do others usually decide to which parties you may go? YES NO

29. May you usually do what you want to during your spare time? YES NO

30. Are you prevented from doing most of the things you want to? YES NO

31. Do your folks often stop you from going around with your friends? YES NO

32. Do you have a chance to see many new things? YES NO

33. Are you given some spending money? YES NO

34. Do your folks stop you from taking short walks with your friends? YES NO

35. Are you punished for lots of little things? YES NO

36. Do some people try to rule you so much that you don't like it? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 C
(number right) .....

SECTION 1 D

37. Do pets and animals make friends with you easily? YES NO

38. Are you proud of your school? YES NO

39. Do your classmates think you cannot do well in school? YES NO

40. Are you as well and strong as most boys and girls? YES NO

41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO

42. Are the members of your family usually good to you? YES NO

43. Do you often think that nobody likes you? YES NO

44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO

45. Do you have just a few friends? YES NO

46. Do you often wish you had some other parents? YES NO

47. Is it hard to find friends who will keep your secrets? YES NO

48. Do the boys and girls usually invite you to their parties? YES NO

GO RIGHT ON TO THE NEXT PAGE

Section 1 D
(number right) .....

SECTION 1 E

49. Have people often been so unfair that you gave up? YES NO

50. Would you rather stay away from most parties? YES NO

51. Does it make you shy to have everyone look at you when you enter a room? YES NO

52. Are you often greatly discouraged about many things that are important to you? YES NO

53. Do your friends or your work often make you worry? YES NO

54. Is your work often so hard that you stop trying? YES NO

55. Are people often so unkind or unfair that it makes you feel bad? YES NO

56. Do your friends or classmates often say or do things that hurt your feelings? YES NO

57. Do people often try to cheat you or do mean things to you? YES NO

58. Are you often with people who have so little interest in you that you feel lonesome? YES NO

59. Are your studies or your life so dull that you often think about many other things? YES NO

60. Are people often mean or unfair to you? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 E
(number right) .....

SECTION 1 F

61. Do you often have dizzy spells? YES NO

62. Do you often have bad dreams? YES NO

63. Do you often bite your fingernails? YES NO

64. Do you seem to have more headaches than most children? YES NO

65. Is it hard for you to keep from being restless much of the time? YES NO

66. Do you often find you are not hungry at meal time? YES NO

67. Do you catch cold easily? YES NO

68. Do you often feel tired before noon? YES NO

69. Do you believe that you have more bad dreams than most of the boys and girls? YES NO

70. Do you often feel sick to your stomach? YES NO

71. Do you often have sneezing spells? YES NO

72. Do your eyes hurt often? YES NO

GO RIGHT ON TO THE NEXT PAGE

Section 1 F
(number right) .....

SECTION 2 A

73. Is it all right to cheat in a game when the umpire is not looking? YES NO

74. Is it all right to disobey teachers if you think they are not fair to you? YES NO

75. Should one return things to people who won't return things they borrow? YES NO

76. Is it all right to take things you need if you have no money? YES NO

77. Is it necessary to thank those who have helped you? YES NO

78. Do children need to obey their fathers or mothers even when their friends tell them not to? YES NO

79. If a person finds something, does he have a right to keep it or sell it? YES NO

80. Do boys and girls need to do what their teachers say is right? YES NO

81. Should boys and girls ask their parents for permission to do things? YES NO

82. Should children be nice to people they don't like? YES NO

83. Is it all right for children to cry or whine when their parents keep them home from a show? YES NO

84. When people get sick or are in trouble, is it usually their own fault? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 A
(number right) .....

SECTION 2 B

85. Do you let people know you are right no matter what they say? YES NO

86. Do you try games at parties even if you haven't played them before? YES NO

87. Do you help new pupils to talk to other children? YES NO

88. Does it make you feel angry when you lose in games at parties? YES NO

89. Do you usually help other boys and girls have a good time? YES NO

90. Is it hard for you to talk to people as soon as you meet them? YES NO

91. Do you usually act friendly to people you do not like? YES NO

92. Do you often change your plans in order to help people? YES NO

93. Do you usually forget the names of people you meet? YES NO

94. Do the boys and girls seem to think you are nice to them? YES NO

95. Do you usually keep from showing your temper when you are angry? YES NO

96. Do you talk to new children at school? YES NO

GO RIGHT ON TO THE NEXT PAGE

Section 2 B
(number right) .....

SECTION 2 C

97. Do you like to scare or push smaller boys and girls? YES NO

98. Have unfair people often said that you made trouble for them? YES NO

99. Do you often make friends or classmates do things they don't want to? YES NO

100. Is it hard to make people remember how well you can do things? YES NO

101. Do people often act so mean that you have to be nasty to them? YES NO

102. Do you often have to make a "fuss" or "act up" to get what you deserve? YES NO

103. Is anyone at school so mean that you tear, or cut, or break things? YES NO

104. Are people often so unfair that you lose your temper? YES NO

105. Is someone at home so mean that you often have to quarrel? YES NO

106. Do you sometimes need something so much that it is all right to take it? YES NO

107. Do classmates often quarrel with you? YES NO

108. Do people often ask you to do such hard or foolish things that you won't do them? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 C
(number right) .....

SECTION 2 D

109. Do your folks seem to think that you are just as good as they are? YES NO

110. Do you have a hard time because it seems that your folks hardly ever have enough money? YES NO

111. Are you unhappy because your folks do not care about the things you like? YES NO

112. When your folks make you mind are they usually nice to you about it? YES NO

113. Do your folks often claim that you are not as nice to them as you should be? YES NO

114. Do you like both of your parents about the same? YES NO

115. Do you feel that your folks fuss at you instead of helping you? YES NO

116. Do you sometimes feel like running away from home? YES NO

117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs? YES NO

118. Does it seem to you that your folks at home often treat you mean? YES NO

119. Do you feel that no one at home loves you? YES NO

120. Do you feel that too many people at home try to boss you? YES NO

GO RIGHT ON TO THE NEXT PAGE

Section 2 D
(number right) .....

SECTION 2 E

121. Do you think that the boys and girls at school like you as well as they should? YES NO

122. Do you think that the children would be happier if the teacher were not so strict? YES NO

123. Is it fun to do nice things for some of the other boys or girls? YES NO

124. Is school work so hard that you are afraid you will fail? YES NO

125. Do your schoolmates seem to think that you are nice to them? YES NO

126. Does it seem to you that some of the teachers "have it in for" pupils? YES NO

127. Do many of the children get along with the teacher much better than you do? YES NO

128. Would you like to stay home from school a lot if it were right to do so? YES NO

129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO

130. Have you found that some of the teachers do not like to be with the boys and girls? YES NO

131. Do many of the other boys or girls claim that they play games more fairly than you do? YES NO

132. Are the boys and girls at school usually nice to you? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 E
(number right) .....

SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO

134. Do you think there are too few interesting places near your home? YES NO

135. Do you sometimes do things to make the place in which you live look nicer? YES NO

136. Do you ever help clean up things near your home? YES NO

137. Do you take good care of your own pets or help with other people's pets? YES NO

138. Do you sometimes help other people? YES NO

139. Do you try to get your friends to obey the laws? YES NO

140. Do you help children keep away from places where they might get sick? YES NO

141. Do you dislike many of the people who live near your home? YES NO

142. Is it all right to do what you please if the police are not around? YES NO

143. Does it make you glad to see the people living near you get along fine? YES NO

144. Would you like to have things look better around your home? YES NO

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 F
(number right) .....

First look at each thing to do in this test. Make a mark under the L for each thing that you like or would very much like to do. Then make a mark under the D for things you really do. Sometimes you may mark both the L and the D, and sometimes, neither of them.

INTERESTS AND ACTIVITIES

	L	D	
1.			Play the radio
2.			Read stories
3.			Go to movies
4.			Read comic strips
5.			Work problems
6.			Study history
7.			Study science
8.			Study literature
9.			Do cross-word puzzles
10.			Study trees
11.			Study birds
12.			Study animals
13.			Study butterflies
14.			Draw or paint
15.			Work in laboratory
16.			Model or design
17.			Do housework
18.			Sing
19.			Play piano
20.			Make a scrapbook
21.			Keep a diary
22.			Write poems
23.			Speak pieces
24.			Play instrument
25.			Visit museums
27.			Collect coins
28.			Collect autographs
29.			Collect pictures
30.			Use a camera
31.			Sew or knit
32.			Repair things
33.			Make boats
34.			Make airplanes
35.			Make radio
36.			Work with tools
37.			Have a garden
38.			Drive automobile
39.			Play with pets
40.			Raise animals
41.			Go fishing
42.			Climb or hike
43.			Skate
44.			Ride a bicycle
45.			Ride a horse
46.			Practice first aid
47.			Play cards
48.			Play dominoes
49.			Play checkers
51.			Go to church
52.			Go to Sunday School
53.			Belong to a club
54.			Belong to YMCA or YWCA
55.			Go to parks
56.			Engage in sports
57.			Go to a circus
58.			Sing in a chorus
59.			Sing in a glee club
60.			Belong to a gang
61.			Play ping pong
62.			Play croquet
63.			Play ball
64.			Play tennis
65.			Go hunting
66.			Go riding with others
67.			Play in a band
68.			Play in an orchestra
69.			Go to church socials
70.			Go to parties
71.			Go to dances
72.			Be officer of a club
73.			Be a class officer
74.			Go camping

California Test of Personality

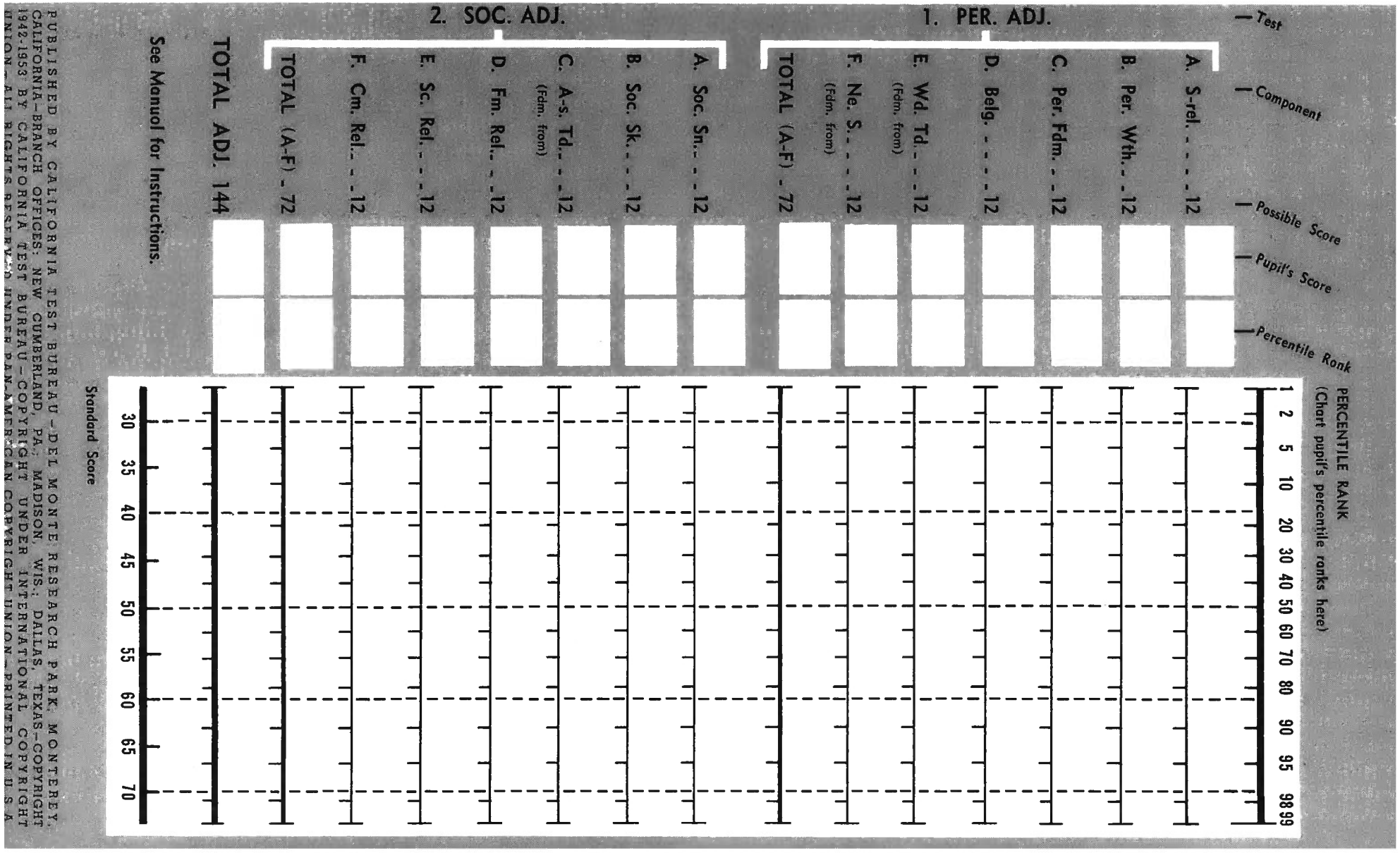
elementary • GRADES 4-5-6-7-8 • form [ ]

DEVISED BY LOUIS P. THORPE, WILLIS W. CLARK AND ERNEST W. TIEGS

Name ..... (Last / First / Middle) Grade ..... (CIRCLE ONE) Boy Girl

School ..... City ..... Date of Test ..... (Month / Day / Year)

Examiner ..... (.....) Pupil's Age ..... Date of Birth ..... (Month / Day / Year)



See Manual for Instructions.

1963 S-FORM **LEVEL 2**

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY

DEVISED BY ELIZABETH T. SULLIVAN, WILLIS W. CLARK, AND ERNEST W. TIEGS

INSTRUCTIONS TO PUPILS:

In taking this test you will show how well you think and what you do when you face new problems. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes.

Do not write or mark on this test booklet unless told to do so by the examiner.

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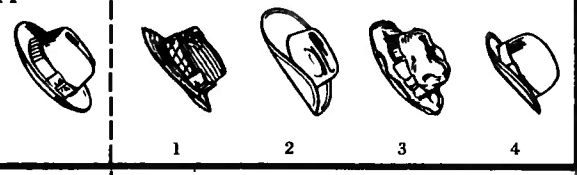
3RD PRINTING

TEST 1

DIRECTIONS: In each row there is one picture that shows something which is the opposite of the first picture. Find it and mark its number.

A



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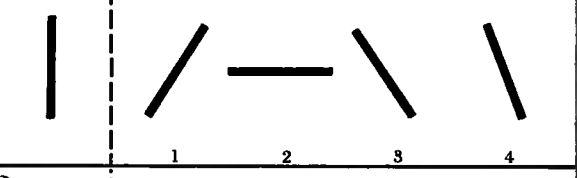

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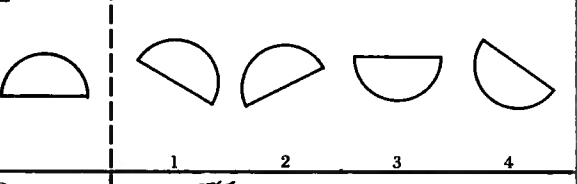

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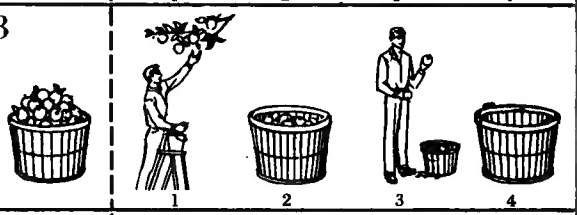

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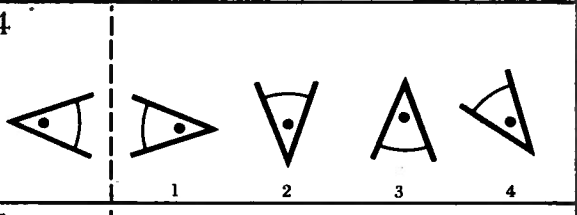

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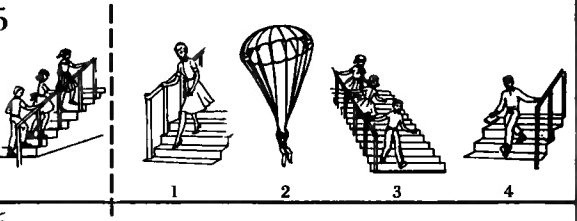

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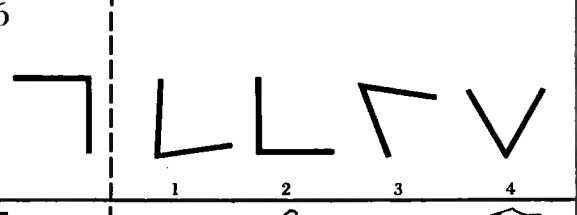

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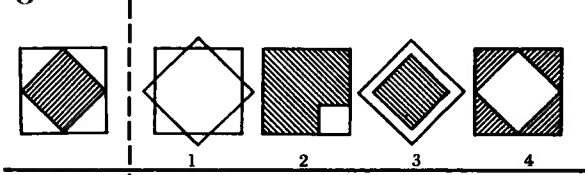

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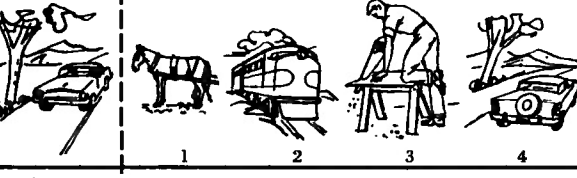

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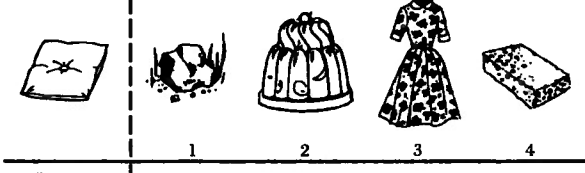

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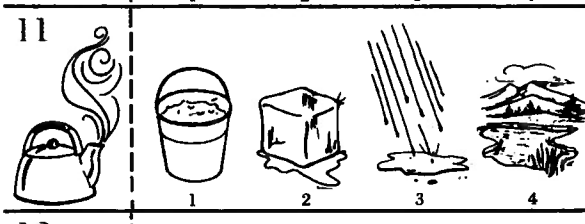

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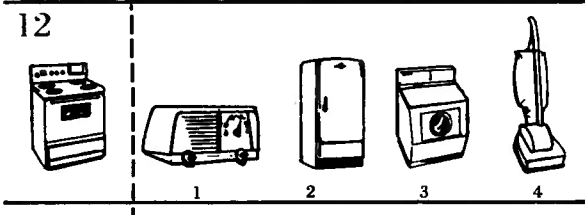

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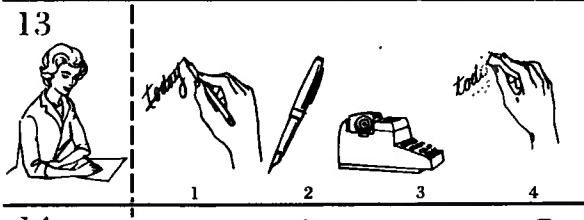

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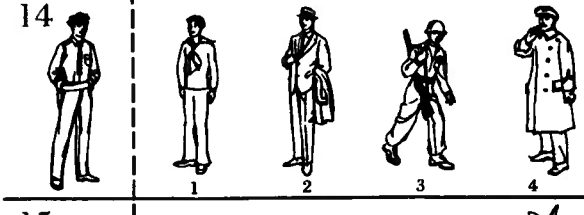

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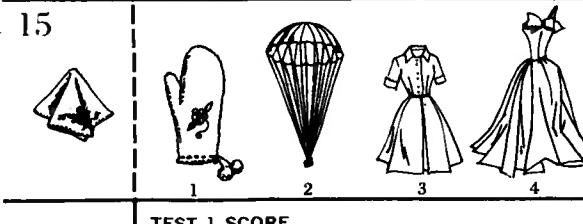
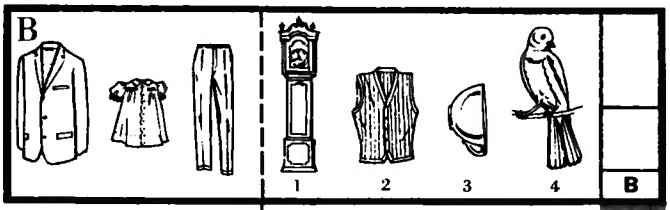


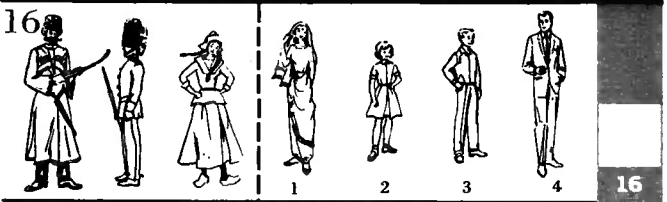
TEST 1 SCORE
(number right) .....

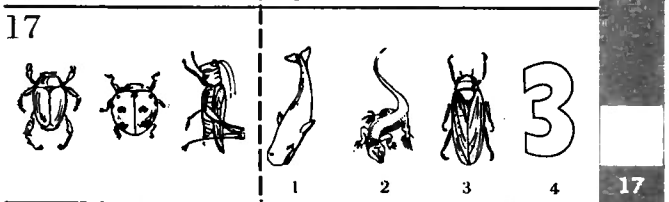
STOP

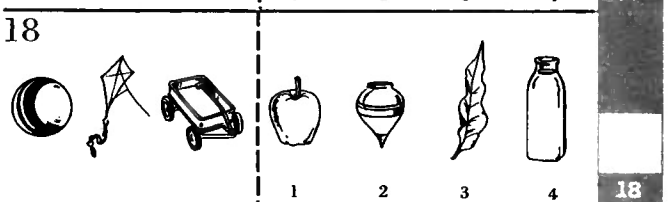
TEST 2

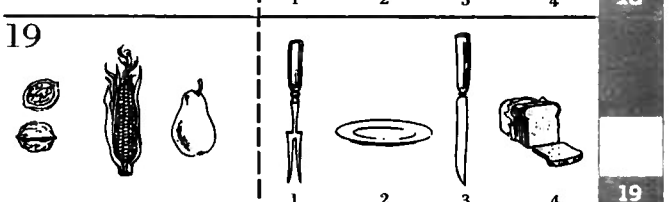
DIRECTIONS: The first three pictures in each row are of things which are alike in some way. Decide how they are alike and then find the picture to the right of the dotted line that is most like them and mark its number.

B 

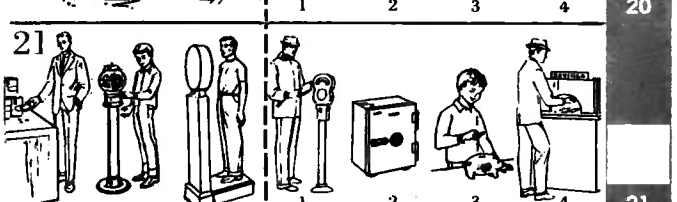
16 

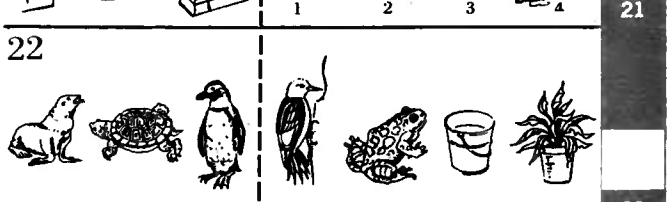
17 

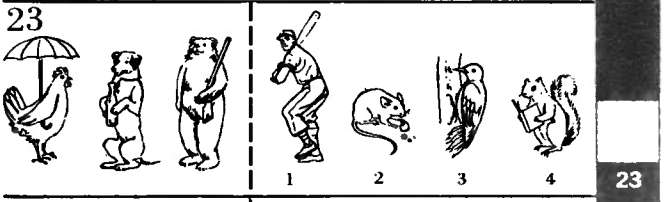
18 

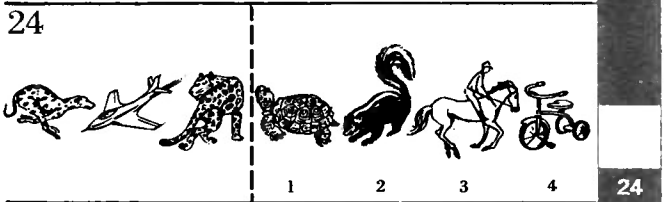
19 

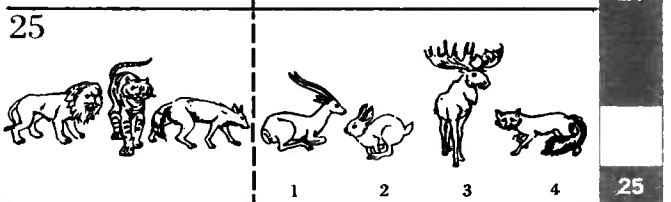
20 

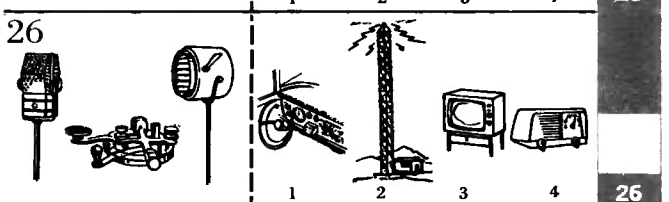
21 

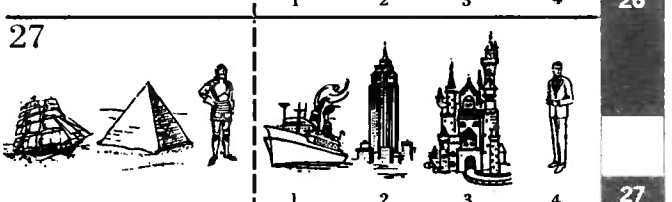
22 

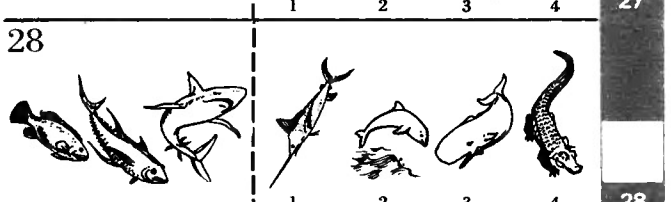
23 

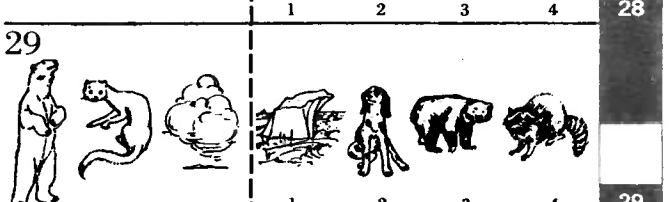
24 

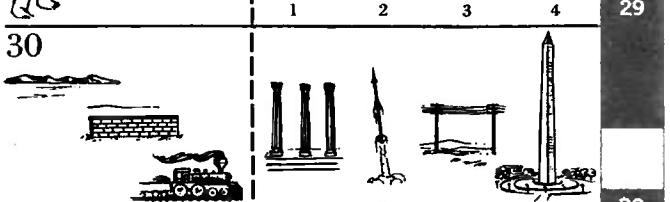
25 

26 

27 

28 

29 

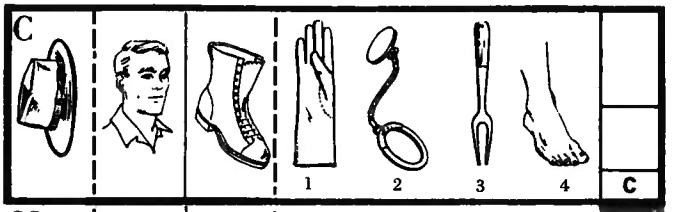
30 

TEST 2 SCORE
(number right) . . . . . STOP

TEST 3

DIRECTIONS: In each row, the first picture is related to the second. The third picture goes with one of the four pictures to the right of the second dotted line in the same way. Find the related picture and mark its number.

C



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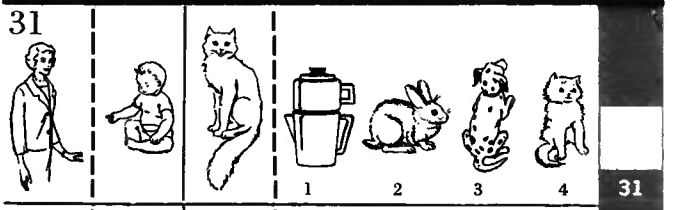

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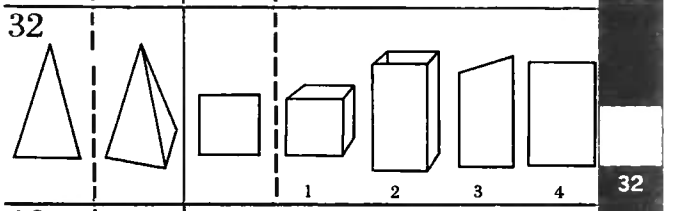

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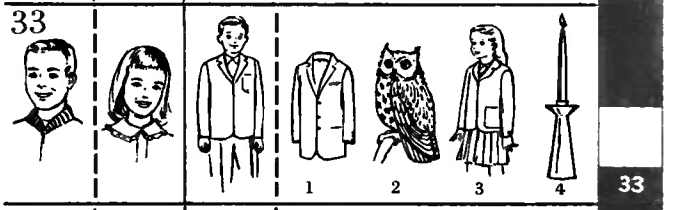

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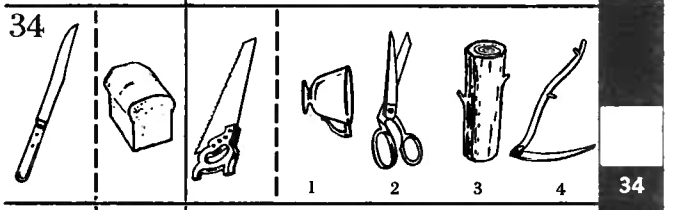

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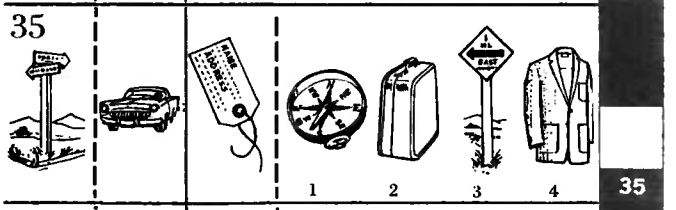

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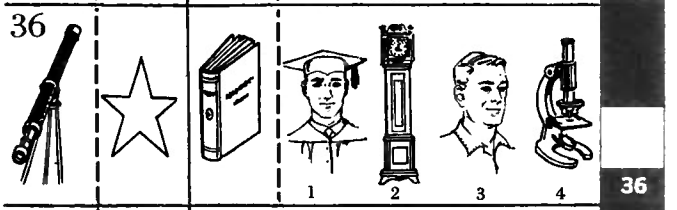

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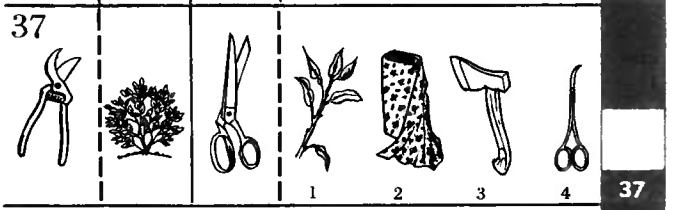

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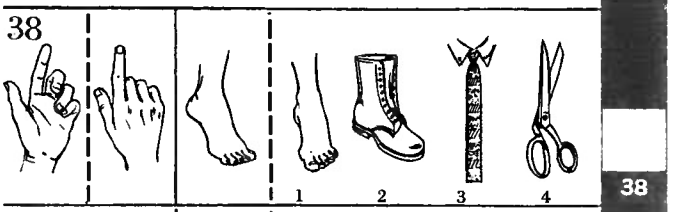

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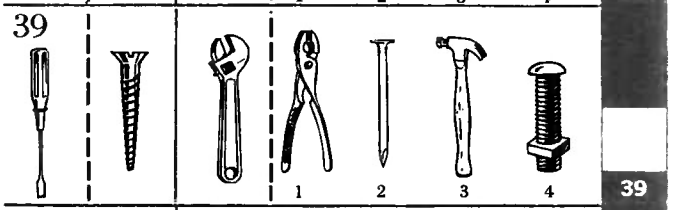

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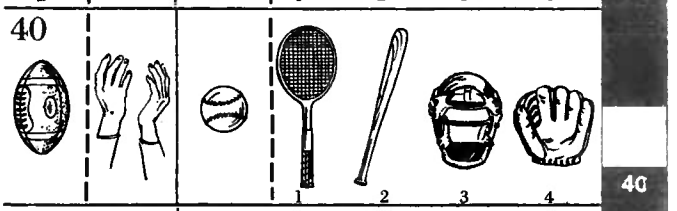

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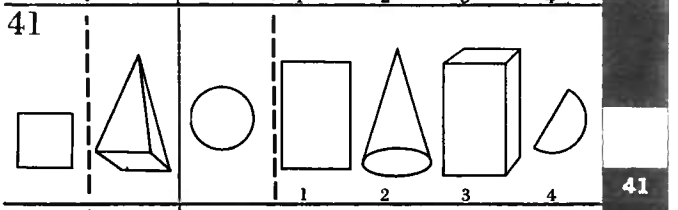

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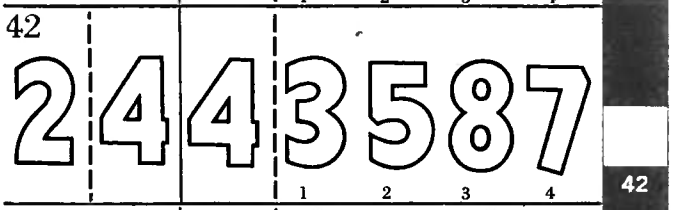
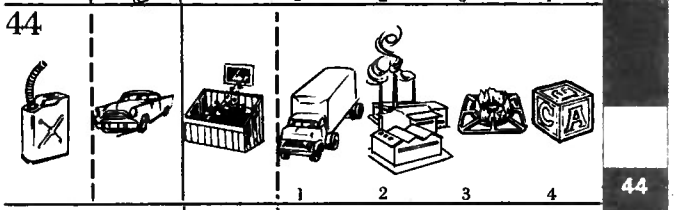


43

44



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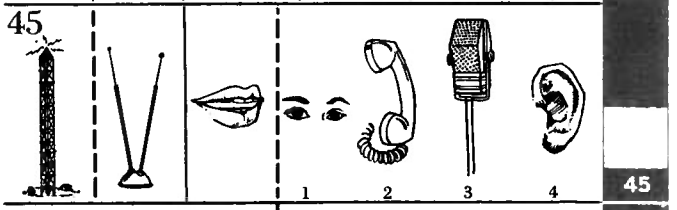


TEST 3 SCORE
(number right) . . . . . .

STOP

TEST 4

DIRECTIONS: Each problem tells you that a certain number of coins will add up to a certain amount of money. You are to find the correct number of coins of each kind—cents, nickels, dimes, quarters, and half-dollars. Four possible answers are found beneath each problem. These refer to combinations of coins at the bottom of this page from which to select the correct answer. Work the problem mentally and find the letter of the answer you get among those at the bottom of the page.

D. 2 coins—10 cents
p q r s

(46.) 2 coins—30 cents
p q r s

(47.) 6 coins—10 cents
a b c d

(48.) 3 coins—35 cents
o p q r

(49.) 7 coins—42 cents
g h i j

(50.) 4 coins—32 cents
k l m n

(51.) 5 coins—61 cents
e f g h

(52.) 3 coins—85 cents
n o p q

(53.) 7 coins—27 cents
g h i j

(54.) 5 coins—$1.01
e f g h

(55.) 4 coins—45 cents
k l m n

(56.) 3 coins—70 cents
n o p q

(57.) 5 coins—46 cents
e f g h

(58.) 6 coins—15 cents
a b c d

(59.) 5 coins—91 cents
e f g h

(60.) 3 coins—7 cents
i j k l

D 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

INFORMATION ABOUT MONEY

1 cent

1 quarter is 25 cents

1 nickel is 5 cents

1 half-dollar is 50 cents

1 dime is 10 cents

ANSWERS

a	5 cents	—	—	1 quarter	—
b	5 cents	1 nickel	—	—	—
c	5 cents	—	1 dime	—	—
d	5 cents	—	—	—	—
e	1 cent	—	—	4 quarters	—
f	1 cent	2 nickels	1 dime	1 quarter	—
g	1 cent	2 nickels	—	2 quarters	—
h	1 cent	1 nickel	1 dime	1 quarter	1 half-dollar
i	2 cents	5 nickels	—	—	—
j	2 cents	2 nickels	3 dimes	—	—
k	2 cents	1 nickel	—	1 quarter	—
l	2 cents	1 nickel	—	—	—
m	—	2 nickels	1 dime	1 quarter	—
n	—	—	1 dime	1 quarter	1 half-dollar
o	—	—	2 dimes	—	1 half-dollar
p	—	1 nickel	2 dimes	—	—
q	—	2 nickels	—	—	—
r	—	2 nickels	—	1 quarter	—
s	—	1 nickel	—	1 quarter	—

TEST 4 SCORE (number right) ..... STOP

TEST 5

DIRECTIONS: Work these problems. Use scratch paper if necessary. Mark the letter of each correct answer.

E. There are 5 birds in a tree and 3 birds on a fence. How many birds are there in both places?
[a] 2
[b] 8
[c] 15
[d] 7

61. Tickets to a neighborhood show cost 10¢. Jim bought 2 tickets. How much did he pay for them?
[a] 20¢
[b] 12¢
[c] 8¢
[d] 2¢

62. Susan's mother gave her $1.35 to buy a gift. She lost 40¢ on the way. How much money did she have left?
[a] 85¢
[b] $1.05
[c] 95¢
[d] $1.75

63. Ben earns $4.00 each week helping his father after school. He has earned $16.00. How many weeks has he been working?
[a] 64
[b] 20
[c] $4.00
[d] 4

64. How many marbles can you buy for 25¢ at the rate of 3 for 5¢?
[a] 15
[b] 33
[c] 40
[d] 75

65. Two brothers got jobs to pay for their school expenses and spending money. During the first week Bob earned $4.80 and Frank earned $3.50. If their combined expenses for the week were $6.60, how much money was left?
[a] $1.70
[b] $2.30
[c] $8.30
[d] $14.90

66. Jane bought a pound of chocolates for 70¢ and 50¢ worth of jelly beans. She gave the clerk $1.50. How much change should she receive?
[a] 50¢
[b] 40¢
[c] 30¢
[d] 20¢

67. Seventy girl scouts were divided into 5 groups of equal size. How many girls were there in each group?
[a] 20
[b] 15
[c] 14
[d] 3

68. What number, if multiplied by 3, is equal to 2 times 9?
[a] 3
[b] 9
[c] 18
[d] 6

69. You have $1.80 to spend at the market. You buy one-half of a pound of sugar for 12¢, 5 pounds of flour for $1.08, and spend the rest for a melon selling at 5¢ per pound. How many pounds of melon did you buy?
[a] 11 lbs.
[b] 12 lbs.
[c] 14 lbs.
[d] 36 lbs.

70. The Jones family must make a trip of 540 miles. If they wish to complete the trip in 12 hours, what must be their average speed per hour?
[a] 40 mph
[b] 45 mph
[c] 55 mph
[d] 60 mph

TEST 5 SCORE (number right) .....

STOP

TEST 6

DIRECTIONS: Mark the number of the word that means the same or about the same as the first word.

F. **blossom** [1] tree [2] vine [3] flower [4] garden — F

71. **quick** [1] fast [2] angry [3] average [4] thoughtful — 71

72. **law** [1] rule [2] power [3] able [4] help — 72

73. **always** [1] larger [2] forever [3] know [4] apart — 73

74. **damage** [1] manage [2] collect [3] injure [4] recover — 74

75. **cheerful** [1] careful [2] serene [3] mild [4] happy — 75

76. **alarm** [1] blame [2] address [3] signal [4] comfort — 76

77. **difficult** [1] different [2] hard [3] pleasant [4] task — 77

78. **limit** [1] loosen [2] away [3] near [4] restrict — 78

79. **legal** [1] lawful [2] court [3] lawyer [4] humane — 79

80. **forgive** [1] like [2] pardon [3] present [4] allow — 80

81. **gleam** [1] find [2] glimpse [3] gather [4] flash — 81

82. **accept** [1] submit [2] behind [3] remove [4] take — 82

83. **expert** [1] average [2] student [3] business [4] master — 83

84. **escort** [1] avoid [2] occasion [3] attend [4] remain — 84

85. **manufacture** [1] construct [2] deploy [3] remove [4] desire — 85

86. **imaginary** [1] existing [2] trifling [3] unreal [4] substantial — 86

87. **extend** [1] refuse [2] remain [3] lengthen [4] revert — 87

88. **apply** [1] piece [2] use [3] correct [4] mean — 88

89. **portion** [1] collect [2] make [3] part [4] refer — 89

90. **extraordinary** [1] unusual [2] loud [3] particular [4] favorable — 90

91. **disguise** [1] reveal [2] declare [3] show [4] mask — 91

92. **distinct** [1] success [2] clear [3] interest [4] noticed — 92

93. **lofty** [1] tone [2] high [3] example [4] toil — 93

94. **compile** [1] aid [2] ample [3] collect [4] answer — 94

95. **merit** [1] deserve [2] merry [3] desire [4] just — 95

TEST 6 SCORE (number right) .....

STOP

DIRECTIONS: Read the following items. Mark the number of each correct answer according to the story.

G. The story read to you a while ago was about a

[1] **fawn.**
[2] **dog.**
[3] **bear.**
[4] **wolf.**

96. The story took place in the

[1] **Appalachian Mountains.**
[2] **Coast Ranges.**
[3] **White Mountains.**
[4] **Rocky Mountains.**

97. The story took place

[1] **not long ago.**
[2] **a long time ago.**
[3] **fifteen years ago.**
[4] **in the distant past.**

98. The mountains are near the shore of Lake

[1] **Bountiful.**
[2] **Huron.**
[3] **Meade.**
[4] **Tahoe.**

99. When the fawn was born the

[1] **grass was not yet green.**
[2] **grass was already green.**
[3] **trees were covered with leaves.**
[4] **land was covered with snow.**

100. The fawn grew

[1] **slowly and evenly.**
[2] **swiftly and unevenly.**
[3] **slowly and steadily.**
[4] **swiftly and steadily.**

101. During the heat of the day the deer usually

[1] **retreated into the forest.**
[2] **climbed up the mountain.**
[3] **fed in the meadows.**
[4] **ran down the mountain.**

102. The fawn stayed close to his mother for

[1] **two months.**
[2] **three months.**
[3] **four months.**
[4] **five months.**

103. The fawn wandered away from his mother to investigate

[1] **the mountain lion.**
[2] **bushes, logs, and sticks.**
[3] **the mountainside.**
[4] **a fallen tree.**

104. The odor of the mountain lion was strange because the fawn

[1] **had never smelled one before.**
[2] **had never smelled one so closely.**
[3] **didn't know what a mountain lion was.**
[4] **didn't like the smell.**

ON TO NEXT

105. The mountain lion was crouched on

[1] the limb of a tree.
[2] a stump.
[3] a large rock.
[4] a fallen tree trunk.

106. The mountain lion was

[1] twenty-five yards away from the fawn.
[2] fifty yards away from the fawn.
[3] seventy-five yards away from the fawn.
[4] one hundred yards away from the fawn.

107. When the fawn saw the mountain lion, he

[1] stood motionless.
[2] ran wildly.
[3] scampered to his mother.
[4] dropped quietly to the ground.

108. The mountain lion

[1] leaped suddenly to his feet.
[2] sprang excitedly off his perch.
[3] ran down the log to the ground.
[4] rose lazily to his feet.

109. After the mountain lion disappeared, the fawn

[1] waited motionless for his mother.
[2] ran swiftly down the mountain.
[3] scampered to his mother.
[4] continued on his way.

110. The fawn seemed to sense that the mountain lion was dangerous

[1] by instinct.
[2] because he had seen one before.
[3] because his mother had taught him so.
[4] because it smelled bad.

111. In the fall the deer usually ate

[1] apples.
[2] hay.
[3] hickory nuts.
[4] acorns.

112. In the fall the fawn lost

[1] some of his spots.
[2] his antlers.
[3] all of his spots.
[4] his curiosity.

113. The deer quit eating grass because

[1] it tasted sour.
[2] they liked hay better.
[3] the snow was too deep.
[4] it was frozen under the snow.

114. The deer first knew someone was coming

[1] from the sound of footsteps.
[2] from the tinkle of bells.
[3] from the scent of man.
[4] because they saw him.

GO ON TO THE NEXT PAGE

115. The ranger's sled was pulled by

[1] **the ranger.**
[2] **a jeep.**
[3] **a truck.**
[4] **a horse.**

115

116. The ranger dumped off food for the deer every

[1] **fifty yards.**
[2] **half mile.**
[3] **mile.**
[4] **one hundred yards.**

116

117. When the ranger came, the spring was

[1] **three months away.**
[2] **four months away.**
[3] **five months away.**
[4] **six months away.**

117

118. With the arrival of spring, the fawn will

[1] **lose all his spots.**
[2] **leave the mountains.**
[3] **be a young buck.**
[4] **leave his mother.**

118

119. The fawn was born in the

[1] **hills.**
[2] **mountains.**
[3] **foothills.**
[4] **flatlands.**

119

120. The title of the story read to you a while ago was

[1] **"The Fawn."**
[2] **"Summer in the Mountains."**
[3] **"Feeding the Deer."**
[4] **"The Life of a Fawn."**

120

TEST 7 SCORE
(number right) . . . . . STOP

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY
LEVEL 2 • 1963 S-Form

The answers to the California Short-Form Test of Mental Maturity, Level 2, you are going to mark on this answer sheet will provide helpful information to your teachers and others who are interested in you. It is important that you pay close attention to all directions throughout the testing in order for you to do your very best.

IBM H9G247

Student Number or Name

SPACES FOR STUDENT NUMBER

1	0	1	2	3	4	5	6	7	8	9
2	0	1	2	3	4	5	6	7	8	9
3	0	1	2	3	4	5	6	7	8	9
4	0	1	2	3	4	5	6	7	8	9
5	0	1	2	3	4	5	6	7	8	9
6	0	1	2	3	4	5	6	7	8	9
7	0	1	2	3	4	5	6	7	8	9

TEST 1

A	1	2	3	4	4	1	2	3	4	8	1	2	3	4	13	1	2	3	4
1	1	2	3	4	5	1	2	3	4	9	1	2	3	4	14	1	2	3	4
2	1	2	3	4	6	1	2	3	4	10	1	2	3	4	15	1	2	3	4
3	1	2	3	4	7	1	2	3	4	11	1	2	3	4					
										12	1	2	3	4					

TEST 2

B	1	2	3	4	19	1	2	3	4	23	1	2	3	4	28	1	2	3	4
16	1	2	3	4	20	1	2	3	4	24	1	2	3	4	29	1	2	3	4
17	1	2	3	4	21	1	2	3	4	25	1	2	3	4	30	1	2	3	4
18	1	2	3	4	22	1	2	3	4	26	1	2	3	4					
										27	1	2	3	4					

TEST 3

C	1	2	3	4	34	1	2	3	4	38	1	2	3	4	43	1	2	3	4
31	1	2	3	4	35	1	2	3	4	39	1	2	3	4	44	1	2	3	4
32	1	2	3	4	36	1	2	3	4	40	1	2	3	4	45	1	2	3	4
33	1	2	3	4	37	1	2	3	4	41	1	2	3	4					
										42	1	2	3	4					

TEST 4

D	p	q	r	s	49	g	h	i	j	53	g	h	i	j	58	a	b	c	d
46	p	q	r	s	50	k	l	m	n	54	e	f	g	h	59	e	f	g	h
47	a	b	c	d	51	e	f	g	h	55	k	l	m	n	60	i	j	k	l
48	o	p	q	r	52	n	o	p	q	56	n	o	p	q					
										57	e	f	g	h					

TEST 5

E	o	b	c	d	62	o	b	c	d	65	a	b	c	d	68	o	b	c	d
61	a	b	c	d	63	a	b	c	d	66	o	b	c	d	69	o	b	c	d
					64	o	b	c	d	67	a	b	c	d	70	o	b	c	d

TEST 6

F	1	2	3	4	76	1	2	3	4	82	1	2	3	4	89	1	2	3	4
71	1	2	3	4	77	1	2	3	4	83	1	2	3	4	90	1	2	3	4
72	1	2	3	4	78	1	2	3	4	84	1	2	3	4	91	1	2	3	4
73	1	2	3	4	79	1	2	3	4	85	1	2	3	4	92	1	2	3	4
74	1	2	3	4	80	1	2	3	4	86	1	2	3	4	93	1	2	3	4
75	1	2	3	4	81	1	2	3	4	87	1	2	3	4	94	1	2	3	4
										88	1	2	3	4	95	1	2	3	4

TEST 7

G	1	2	3	4	101	1	2	3	4	107	1	2	3	4	114	1	2	3	4
96	1	2	3	4	102	1	2	3	4	108	1	2	3	4	115	1	2	3	4
97	1	2	3	4	103	1	2	3	4	109	1	2	3	4	116	1	2	3	4
98	1	2	3	4	104	1	2	3	4	110	1	2	3	4	117	1	2	3	4
99	1	2	3	4	105	1	2	3	4	111	1	2	3	4	118	1	2	3	4
100	1	2	3	4	106	1	2	3	4	112	1	2	3	4	119	1	2	3	4
										113	1	2	3	4	120	1	2	3	4

California Short-Form Test of Mental Maturity

Level 2 • 1963 S-Form

ANSWER SHEET NO. 5555

NAME (Last) (First) (Middle)		DATE OF TEST (Year) (Month) (Day)
SCHOOL	CITY	DATE OF BIRTH (Year) (Month) (Day)
TEACHER OR EXAMINER	GRADE / SEX (Circle One) B G	(Years) (Months) (Total Mos.) C. A.

Student Number

IBM H9024B

TEST/FACTOR	1. OPPOSITES	2. SIMILARITIES	3. ANALOGIES	I. LOGICAL REASONING	4. NUMERICAL VALUES	5. NUMBER PROBLEMS	II. NUMERICAL REASONING	III. VERBAL CONCEPTS (6. VERBAL COMPREHENSION)	IV. MEMORY (7. DELAYED RECALL)	LANGUAGE (Tests 5, 6, 7)	NON-LANGUAGE (Tests 1, 2, 3, 4)	TOTAL	I.S.I.†
POSSIBLE SCORE	15	15	15	45	15	10	25	25	25	60	60	120	
RAW SCORE													ACTUAL G. P. GRADE C. A.
PERCENTILE*													

STANDARD SCORE: 73, 70, 66, 65, 60, 55, 50, 45, 40, 35, 34, 30, 27

PERCENTILE*: 99, 98, 95, 84, 70, 60, 50, 40, 30, 16, 5, 2, 1

STANINE: 9, 8, 7, 6, 5, 4, 3, 2, 1

	LANGUAGE	NON-LANGUAGE	TOTAL
M.A.‡			
RAW SCORE			
I.Q.‡			

INTELLIGENCE QUOTIENT: 137+, 132, 126, 120, 116, 112, 108, 104, 100, 96, 92, 88, 84, 80, 74, 68, 63–

*Unless otherwise indicated, national norms appropriate for pupil's chronological age are used.

†Intellectual Status Index; see Manual.

‡Must be obtained from table in Manual.

CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY

1963 S-FORM / LEVEL 2

DEVISED BY E. T. SULLIVAN, W. W. CLARK, AND E. W. TIEGS

Name ..... (Last / First / Middle)

School ..... City .....

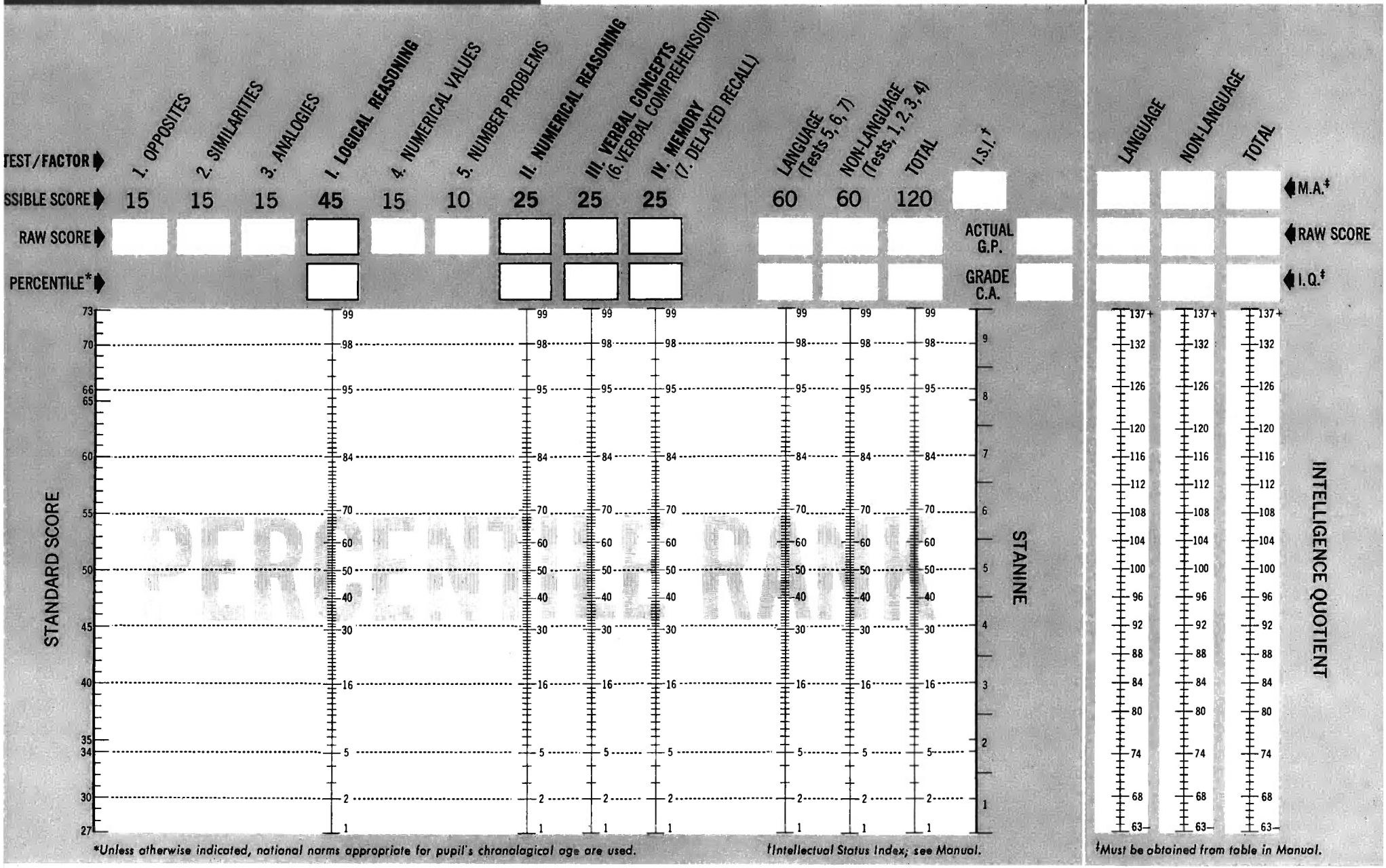
Boy Girl Grade ..... Teacher or Examiner .....
(Circle one)

Date of Test ..... (Year / Month / Day)

Date of Birth ..... (Year / Month / Day)

C.A. ..... ( ) (Years / Months / Total Mos.)

TEST / FACTOR	1. OPPOSITES	2. SIMILARITIES	3. ANALOGIES	I. LOGICAL REASONING	4. NUMERICAL VALUES	5. NUMBER PROBLEMS	II. NUMERICAL REASONING	III. VERBAL CONCEPTS (6. VERBAL COMPREHENSION)	IV. MEMORY (7. DELAYED RECALL)	LANGUAGE (Tests 5, 6, 7)	NON-LANGUAGE (Tests, 1, 2, 3, 4)	TOTAL	I.S.I.†
POSSIBLE SCORE	15	15	15	45	15	10	25	25	25	60	60	120	
RAW SCORE													ACTUAL G.P.
PERCENTILE*													GRADE C.A.



*Unless otherwise indicated, national norms appropriate for pupil's chronalogical age are used.

†Intellectual Status Index; see Manual.

‡Must be obtained from table in Manual.

The Minnesota Home Status Index

A SCALE FOR MEASURING URBAN HOME ENVIRONMENT

by Alice M. Leahy

Associate Professor of Sociology, University of Minnesota

No..... Date..... Total Raw Score.....

Interviewer..... Average Sigma Score.....

General Information

Name of family..... Name of child.....

Street address..... Sex: M..... F..... Date of birth.....

City or place..... Age..... Grade..... IQ.....

Telephone number..... Total number of children in family.....

Person interviewed: Mother..... Father..... Other adult..... Child.....

relation to family

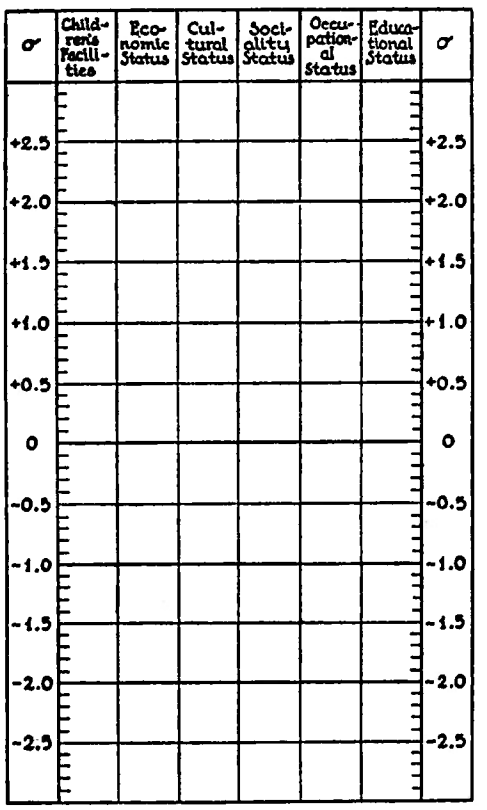
Score Summary

Home Status Indexes	Score Range	Raw Score	Sigma Score of Indexes	Home Status Indexes	Score Range	Raw Score	Sigma Score of Indexes
I. Children's Facilities	33-66			IV. Sociality	38-75		
II. Economic Status	36-77			V. Occupational Status	1-8		
III. Cultural Status	30-68			VI. Educational Status	2-8		

Conversion Table of Total Scores of Indexes into Sigma Scores

Sigma Score	Children's Facilities	Economic Status	Cultural Status	Sociality	Occupational Status	Educational Status
2.9	66					
2.8						
2.7	65			75		
2.6	64		68	74		
2.5			67	73		8
2.4	63		66	72		
2.3	62	77	65			
2.2	61	76	64	71		7.5
2.1		75	63	70		
2.0	60		62	69		
1.9	59	74	61	68		7
1.8	58	73	60	67		
1.7		72	59	66		
1.6	57	71	58	65		6.5
1.5	56	70	57	64		
1.4	55	69	56		8	
1.3		68	55	63		6
1.2	54	67	54	62		
1.1	53	66		61		
1.0		65	53	60	7	5.5
.9	52	64	52	59		
.8	51	63	51	58		5
.7	50	62	50	57		
.6		61	49			
.5	49	60	48	56		4.5
.4	48	59	47	55		
.3		58	46	54		
.2	47	57	45	53		
.1	46	56	44	52		
.0	45	55	43	51	5	4
—.1			42	50		
—.2	44	54	41	49	4	3.5
—.3	43	53	40			
—.4	42	52	39	48		
—.5		51	38	47		3
—.6	41	50		46		
—.7	40	49	37	45		
—.8		48	36	44		2.5
—.9	39	47	35	43		
—1.0	38	46	34	42		
—1.1	37	45	33	41		2
—1.2		44	32		2	
—1.3	36	43	31	40		
—1.4	35	42	30	39		
—1.5	34	41		38		
—1.6		40				
—1.7	33	39				
—1.8		38			1	
—1.9						
—2.0		37				
—2.1		36				

Home Status Profile*



* A graphic picture of the standing of a home in relation to the average home located at zero sigma for each categorical index. To construct a profile first convert the raw scores listed above into sigma equivalents as given in table on left.

From Alice Leahy. *The Measurement of Urban Home Environment: Validation and Standardization of the Minnesota Home Status Index,* University of Minnesota Press, price $2.00 per package of 100.

(911)

Directions

The answers to the questions listed below provide a quantitative description of home equipment and family life. Circle the correct answer to each question. Some of the questions have a choice of several answers, for example, the question relative to the number of children's books in the home. In answering this question you must circle one of four possible replies. Be sure to circle only one answer for each question. When all the questions have been answered, place the score in the space to the left of each question. Total each section or index separately and then transfer these figures to the space allowed under the heading "Score Summary." Neither the order of questions within an index nor the order of indexes as printed need be followed in the interview. They are only suggestive. However, experience indicates that the order given should generally facilitate the collection of the data.

How to score omissions.—Intentional or accidental omissions should be scored as follows: Compute the total score for the questions answered in the section in which the omissions occur. Divide this total by the number of questions answered in the section. The quotient thus obtained will constitute the best probable score to give each omitted question in the section involved. Repeat the same for each section in which omissions occur.

I. Children's Facilities Index

Score		Score for Yes	Score for No
.....	1. Does family have two or more pieces of playground equipment?	6	3
.....	2. Does child have bicycle or tricycle?	5	3
.....	3. Is there a nursery or recreational room?	7	4
.....	4. Has child had paid lessons in music outside of school?	6	3
.....	5. Has child had paid lessons in dancing outside of school?	7	4
.....	6. Is child given a certain amount of money regularly to spend?	6	3
.....	7. Does child have an account in a public or school bank?	5	2
.....	8. Has child ever belonged to any paid clubs or groups?	6	3
.....	9. Did child go to a boys' (or girls') camp this summer or last summer?	7	4
.....	10. Has child been to a dentist within the past year?	5	2
.....	11. About how many children's books are there in the home?		

Number:	0–10	11–30	31–50	over 50
Score:	2	4	5	6

..... **Total Score**

II. Economic Status Index

Score		Score for Yes	Score for No
.....	1. Are there stores in the same block with the home?	4	7
.....	2. Is there a factory or warehouse within ¼ mile of the home?	2	5
	Are the following facilities provided?		
.....	3. Central heating system	5	2
.....	4. A second bathroom or more	7	4
.....	5. Telephone	5	2
.....	6. Vacuum cleaner	5	2
.....	7. Washing machine and mangle	6	3
.....	8. Electric refrigerator	6	3

II. Economic Status Index (continued)

Score		Score for Yes	Score for No
	9. Does family have an automobile?	5	2
	10. Does family have a boat?	7	4
	11. Did family go away for a vacation within the past year?	5	2
	12. Is there any paid assistance in the home?	6	3
	13. Room-person ratio: Rooms? ... Persons? ...		

Divide number of rooms by persons:

Ratio	Score	Ratio	Score
0.25–1.49	3	2.00–2.24	6
1.50–1.99	5	2.25 and over	8

Total Score

III. Cultural Status Index

Score		Score for Yes	Score for No
	Does family have a:		
	1. Folding camera?	5	3
	2. Typewriter at home?	6	3
	3. Fireplace?	6	3
	4. Piano?	5	2
	5. Encyclopedia?	5	3
	6. Does either parent play a musical instrument?	5	2
	7. Has father been a member of a professional or scientific society?	6	3

8. How many daily papers are taken?

Number:	0–1	2	3 and over
Score:	3	6	8

9. How many magazines are regularly taken in the home?*

Number:	0–3	4–5	6 and over
Score:	3	5	6

10. What is cultural-content score of magazines?† Cross out titles and summate ratings.

Rating	Magazine	Sum
10	Yale Review. Atlantic Monthly. Saturday Review of Literature	
9	Nation. Forum and Century. Harper's. New Republic	
8	Living Age. Current History. American Mercury. Asia. Survey. National Geographic. Scientific Monthly	
7	Scientific American. Travel. Time. House Beautiful. Fortune. Reader's Digest	
6	House and Garden. Nation's Business. Better Homes and Gardens. New Yorker. Parents' Magazine. Hygeia. Field and Stream. Theatre Arts Monthly. Harper's Bazaar. Country Gentleman. Good Housekeeping. Vogue.	
5	Popular Science. Popular Mechanics. Saturday Evening Post. Ladies' Home Journal. Woman's Home Companion. Collier's. Pathfinder. Judge. American Magazine	
4	McCall's. Cosmopolitan. Redbook. Adventure. Liberty	
3	Argosy. College Humor. Physical Culture	
2	Photoplay. Motion Picture Magazine. Sport Story Magazine. Real Detective Stories. Detective Story Magazine. Short Stories. Film Fun. Western Story	
1	Love Story Magazine. Breezy Stories. True Story. True Confessions	
		Total Rating

Rating	Score	Rating	Score
0– 9.9	2	30–39.9	6
10–19.9	4	40 and over	8
20–29.9	5		

11. About how many books other than children's are in the home?

Number:	0–50	51–250	251–500	Over 500
Score:	3	5	7	8

Total Score

* By "regularly" is meant as frequently as the magazine is published.
† See Morgan and Leahy. "The Cultural Content of General Interest Magazines," *J. of Ed. Psych.*, Oct. 1934.

IV. Sociality Index

Score		Score for Yes	Score for No
	Has father been a member of a:		
.....	1. Fraternal society?	5	3
.....	2. Social club?	5	3
.....	3. Parent-teachers' association?	6	3
.....	4. Civic or political club?	6	3
.....	5. Study club, literary or art society?	7	4
	Has mother been a member of a:		
.....	6. Fraternal society?	6	3
.....	7. Social club?	5	3
.....	8. Parent-teachers' association?	5	2
.....	9. Civic or political club?	7	3
.....	10. Study club, literary or art society?	6	3
	Does either parent participate in any of the following forms of recreation:		
.....	11. Fishing or hunting?	5	2
.....	12. Bridge?	5	3
.....	13. Tennis or golf?	6	3
.....	**Total Score**		

V. Occupational Status Index

What is father's usual occupation? .....

Scale*:	Day labor	Slightly skilled	Semi-skilled	Skilled trades	Semi-professional and managerial	Profession
Score:	1	2	4	5	7	8

..... **Score**

VI. Educational Status Index (Midparent Education†)

		Score
.....	**What was the school attainment of the father?**	
	8th grade or less	2
	Entered high school	4
	Completed high school	5
	Entered college	5
	Completed college	6
	Graduate work	7
.....	**What was the school attainment of the mother?**	
	8th grade or less	2
	Entered high school	4
	Completed high school	5
	Entered college	6
	Completed college	7
	Graduate work	9
.....	**Total Score†**	

* F. L. Goodenough and J. E. Anderson. *Experimental Child Study* (The Century Co., New York, 1931), pp. 501–12.

† This is the sum of the education score of both parents divided by two. When the education of only one parent is known, it should be accepted as the probable school attainment of both parents.